

PUPILS'  
**ACTIVITY BOOK**  
for DAYS AND WAYS



by HANNAH GRAD GOODMAN  
UNION AMERICAN HEBREW CONGREGATIONS







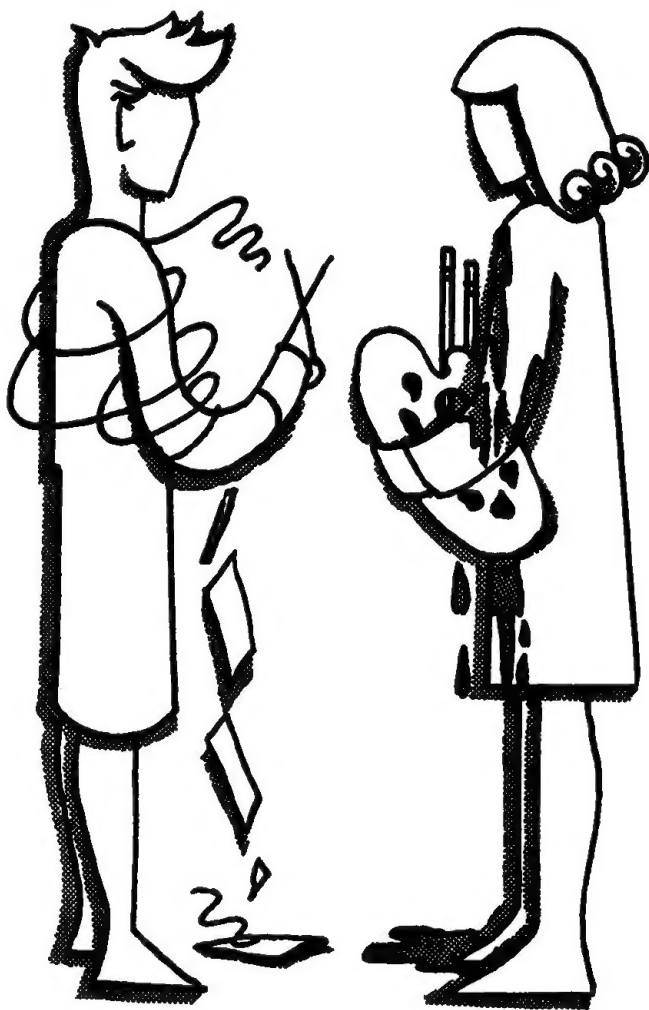
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# Pupil's ACTIVITY BOOK

for Days and Ways

• by • HANNAH • GRAD • GOODMAN •



Union of American Hebrew Congregations

New York, N. Y.

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*of the UNION OF AMERICAN HEBREW CONGREGATIONS  
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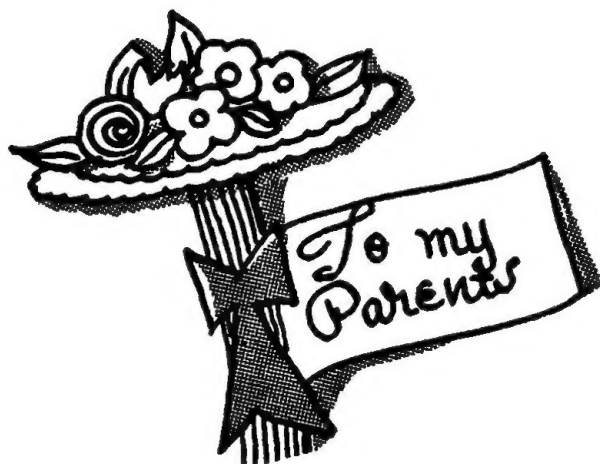
UNION GRADED SERIES

EDITED BY

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# Editor's Introduction

*The Activity Book for Days and Ways* prepared by Hannah Grad Goodman represents a new contribution to the field of Activity and Workbook literature. Too often Activity Books fall between the Scylla of imposing undue drudgery on the pupils, and the Charybdis of suggesting such general projects to them, as to make it unlikely that any but the brighter pupils will undertake them. The writer of this book tried to bear three primary objectives in mind:

1. To present practical suggestions which the children may be expected to carry out, and projects in which the end-product, so to say, can be used by the children themselves.
2. To suggest such projects as will carry over into the home.
3. Finally, so to arrange the work that, even though this is an Activity Book, not only facts, but attitudes as well will be emphasized.

The outstanding characteristics of the book, therefore, are variety in the suggestions given to the pupils and simplicity in the character of the projects, so that in most cases the pupils can, of their own accord, carry the work to completion. The pupil is given an opportunity for self-expression so that his time is purposefully spent in various fields in which his creative ability will be reflected.

Interesting features of this Activity Book are the attractive illustrations, games, songs, and humor introduced, all from a child's point of view.

Following the text, *Days and Ways* by Mamie G. Gamoran, to which this is an accompanying Activity Book, every unit includes Hebrew sufficient to make it functional to those who study it. We urge all teachers to make full use of such Hebrew. It helps to enrich the life of the pupil. Yet the lesson is complete without the Hebrew assignment, so that those who have not studied Hebrew may also pursue their work.

Not all projects and activities suggested need be undertaken in a one-day-a-week school. However, enough suggestions are offered to allow for expansion of the program in those schools which have additional sessions.

The projects need not necessarily be undertaken in the sequence offered, except that each unit on a given holiday should be pursued continuously until completion. The chapters on the Sabbath, the calendar, and the home, may thus be introduced during a long interval between holidays. As far as possible, of course, the holiday material should be undertaken preceding the holiday in question.

Most units will require two weeks for completion. More time, however, will be required for the important holidays and the larger units. Pupils, who do not succeed in completing their work in class, may finish their project at home. Additional credit may be given for such work. We should encourage parents to take a personal interest in the work the children thus bring into the home.

EMANUEL GAMORAN

# Acknowledgments

I am indebted to Rabbi Maurice N. Goldblatt, Rabbi Roland B. Gittelsohn, and the late Rabbi William Rosenau who evaluated the original manuscript of this book and made many constructive suggestions.

I also wish to express my appreciation to the following members of the staff of the Union of American Hebrew Congregations: Dr. Emanuel Gamoran, Educational Director, who motivated the project and lent his complete cooperation to its execution; Mr. M. M. Singer, Production Manager, who supervised the make-up of the book; and Mrs. Julia Minor who prepared the manuscript for publication.



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## 1. A HOLIDAY EVERY WEEK

Read Chapter I beginning on page 6 of *Days and Ways*.

Fill in the blanks in the statements below :

1. Different people rest on different days.

The Mohammedan Sabbath is on.....

The Christian Sabbath is on.....

The Jewish Sabbath is on.....

2. We work six days and rest on the seventh because .....

3. The ceremony which opens the Sabbath in the home is .....

4. The ceremony which closes the Sabbath is.....

5. The word Sabbath comes from the Hebrew word meaning.....

### A Matching Game

Match the words in the first column with their descriptions in the second column by writing the correct number in the parentheses.

1. Z'miros .....( ) prayer that tells of the holiness of the Sabbath.
2. Kiddush .....( ) the weekly reading from the books of the prophets.
3. Ner Tomid .....( ) ceremony which closes the Sabbath in the home.
4. Sefer Torah .....( ) Sabbath songs.
5. Haftoro .....( ) Scroll of the Law.
6. Havdolo .....( ) eternal light.

Name.....Class.....Date.....



*If you know Hebrew* complete the matching game on page 1, by writing or printing the Hebrew names in the blanks next to their English form.

נֶר תְּמִיד  
הַבְּדֵלָה

קְדוּשָׁה  
זְמִירוֹת

הַפְּטוּרָה  
סֵפֶר תּוֹרָה

Study the word "Sabbath." Here are the Hebrew letters which make it up.

שבת

Add the vowels to make the word "shovas," meaning "he rested."

שבת

Add the vowels which make the word "Shabos," the Hebrew word for "Sabbath."

### A Listing Game

*Test your memory* by listing in the columns below all the objects you can remember which are:

Found on the Sabbath Table	Seen in the Temple	Used in the Havdolo Service

### Something to Think About

Below is a list of things to do. Check those which you think are suitable for the observance of the Sabbath.

- ..... Do your homework for public school.
- ..... Read a "Superman" comic book.
- ..... Read a good book you haven't found time to read all week
- ..... Join a discussion group on Jewish current events.
- ..... Go for a walk with your parents.

- Visit your grandparents.
- Attend a Jewish club which meets on Saturday.
- Go to the dentist.
- Go down-town shopping.
- Mend your skates.
- Visit the art museum.
- Make Friday night "family night."
- Make Friday night "at home" night for your friends to come and visit you.
- Go roller skating with your friends.
- Take a "nature walk" in one of the parks.
- Join a singing group which is learning *z'miros* and other Hebrew songs.
- Match pennies.
- Get up a good card game.

Can you suggest other activities which are appropriate for the Sabbath?

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### The Fourth Commandment

In Exodus 20 in the Holy Scriptures or in any list of the Ten Commandments, look up the fourth commandment. Read it carefully and, in your own words, write what it says.

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Name ----- Class ----- Date -----

## A PLAY

The legend of the two angels is easy to dramatize. Read the outline below and use your own words if you like.

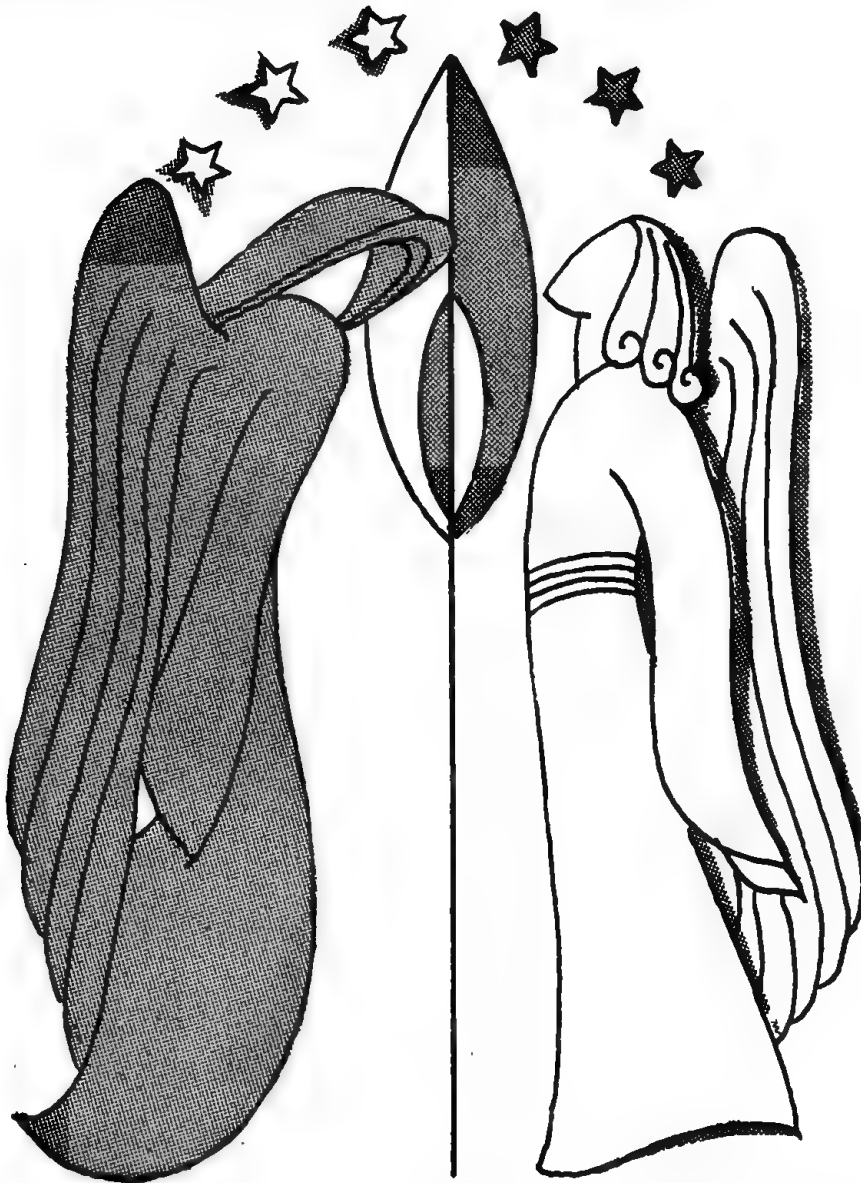
### CAST

DARK ANGEL

WHITE ANGEL

MOTHER, FATHER, and children of first family

MOTHER, FATHER, and children of second family



SCENE 1: *The father appears on one side of the stage in front of the closed curtain. He walks slowly, followed by the two angels, one dressed in a flowing white robe, the other in deep black.*

FATHER (*looking at his watch*): Hm—six-thirty already. I had better hurry.

*He crosses the stage and exits behind the other side of the curtain. The angels take their places to watch, one on each side of the stage. The curtain parts, revealing a dimly lit stage as the father walks on.*

FATHER (*calling*): Where's everybody?

MOTHER (*off-stage*): Is that you, Dave? My, but it's late. I better call the children. Shirley! Shirley! Come set the table.

*Father has been taking his coat off in the meantime and he sits down to read the paper while Mother calls the children.*

FATHER: Hurry up! I'm hungry!

MOTHER: Where is that girl? Shirley! Shir-ee-ey!

SHIRLEY (*off-stage*): What do you want?

MOTHER (*aside*): She is probably reading or doing her nails. (*Aloud*): Come set the table!

SHIRLEY: I'm busy.

MOTHER (*beginning to lose her patience*): Hurry up! Daddy's home.

*Shirley grumbles but she comes. She sets the table in a great hurry with a few labor-saving techniques on which she has a special patent. She tells Father about her friend who drives the family car. Shirley wants to drive, too. Father says "no" very definitely. They argue about it, but Shirley can't get very far, even though she whines and fusses. It ends up something like this:*

FATHER: And that's that! Now, stop bothering me!

*He buries his head in the paper. In the meantime Mother's voice is heard off-stage calling Bobby, which adds considerably to the noise. Bobby finally comes in, his hair and clothes rumpled, his hands and face dirty. Mother scolds him because he tore his trousers playing baseball. However, Bobby is so excited about a home run he hit that he doesn't even hear her. He tells Father all about it in great detail, but Father isn't really listening. Shirley is sulky and won't talk, so Bobby rattles on while Mother brings the food in.*

MOTHER: All right, everybody sit down while the food's hot! Let's eat!

*Mother, Shirley, and Bobby sit down, but Father has to be called again because he hasn't finished a very important article. Finally, he comes and Mother starts to pass the food. She sees Bobby's hands.*

MOTHER: You can't eat like that. Go wash your hands.

*Bobby fusses and argues. Finally Father becomes angry. He raises his voice and Bobby hurries out, muttering to himself. Mother starts to tell about a dress she saw down-town while everybody serves himself and eats. Bobby hurries in and slides into his chair. He doesn't look much cleaner to us, but Mother doesn't notice. He starts to talk about his home run again, while Mother tries to describe what Mrs. Bloom wore to the mah jong game. As the curtain begins slowly to close, what do you think is the last thing we hear Shirley say?*

SHIRLEY (*suddenly, in a loud, whining voice*): Why can't I drive Daddy?

*The curtain is closed. The white angel is hanging his head. The dark angel is very pleased. He triumphantly walks to the center of the stage.*

DARK ANGEL (*as though he is pronouncing a curse*): May it be thus every Friday night.

WHITE ANGEL (*sadly*): So be it.

*They both leave. The dark angel is really being very unpleasant about it all.*

SCENE 2: *The opening action here is similar to that of the first scene. But when the curtain parts, we see a brightly lighted room, the table beautifully set with a white cloth, the best china, and flowers and candlesticks. Mother and the children are dressed in their best. Shirley is putting the finishing touches on the table.*

SHIRLEY (calling off the objects on the table): Chalo—kiddush cup—there!

*She would be putting the wine on the table, but Bobby considers that job is his special privilege because he is a boy. He is pretty excited today. Yes, it's about that home run. Bobby is an athlete, you know. Mother interrupts him. She has been placing candles in the holders and now is ready to light them. The children turn to watch her.*

MOTHER: Boruch Ato Adonoi Eloheinu Melech ho-Olom asher kid'shonu b'mitsvo-sov v'tsivonu l'hadlik ner shel Shabos.

Blessed art Thou, O Lord our God, King of the Universe, who hast sanctified us by Thy commandments and hast commanded us to kindle the Sabbath lights.

SHIRLEY: Amen.

*Father comes in now. The children rush to greet him. Of course, Bobby tells him about that homer. Daddy thinks that Bobby is a chip off the old block. In fact, he's fond of both those children, so he draws them to him to bless them.*

FATHER (placing his hands on Bobby's head): God make thee as Ephraim and Manasseh. (Then, placing his hands on Shirley's head): God make thee as Sarah, Rebekah, Rachel, and Leah.

MOTHER: Everything is ready. Let's sit down.

*They gather around the table. Bobby wants to sing "Sholom Aleichem" to welcome the Sabbath angel and he starts the melody. Everybody joins in. Then Father recites the Kiddush. Usually he says it in Hebrew and then in English. Soon he comes to the part they like best—the blessing for wine.*

FATHER: Boruch Ato Adonoi Eloheinu Melech ho-Olom bo-re p'ri ha-gofen.

Blessed art Thou, O Lord our God, King of the Universe, who createst the fruit of the wine.

ALL: Amen. ("Omen" if Father is reciting Hebrew.)

*They all drink a little of the wine. When Father finishes the Kiddush, the whole family says "Amen." Then Father takes the chalo and recites the blessing for bread over it.*

FATHER: Boruch Ato Adonoi Eloheinu Melech ho-Olom ha-motsi lechem min ho-orets.

Blessed art Thou, O Lord our God, King of the Universe, who hast brought forth bread from the earth.

ALL: Amen.

*It is here that the curtain slowly closes, just as the family starts another Shabos song. You can imagine the reaction of the angels now. The white angel is filled with joy. He smiles as he speaks.*



WHITE ANGEL (*as though he is pronouncing a blessing*): May it be thus every Friday night.

DARK ANGEL: Amen. (*As for his manner—well, what would you expect? He always was a poor sport.*)

### Some Suggestions for Preparing the Play

The class will have to decide whether or not it will use two different sets of children to portray the two different scenes. If your class is large, it is a good idea to use two sets of characters. Otherwise, the children will have a costume change between the two scenes and might keep the audience waiting. However, if the class is small, the same children can perform both scenes. Maybe someone can teach the audience a song during the intermission.

The angels' costumes can be very simple—just long black and white robes draped and securely pinned. If you would like to make more elaborate costumes, plan them ankle length, with flowing sleeves, cut very full, and caught at the waist with a girdle. The heads might be hooded or draped or just left bare. Maybe your mother will help you with the costumes.

You will need a good stage manager to prepare the stage, collect the properties, and operate the curtain.

## Shabos Songs

### Sholom Aleichem\*

This is the song of welcome to the white angel which is sung in Jewish homes on Friday night. Will your family sing it this Friday evening?

1. Sholom aleichem, malachei ha-shores, malachei elyon,  
Mi-melech mal'chei ham'lochim, hakodosh boruch hu.
2. Borchuni l'sholom, malachei ha-sholom, malachei elyon,  
Mi-melech mal'chei ham'lochim, hakodosh boruch hu.
3. Boachem l'sholom, etc.
4. Tses-chem l'sholom, etc.

### Sabbath Blessing†

*Words by* JESSIE E. SAMPTER

*Music by* A. W. BINDER

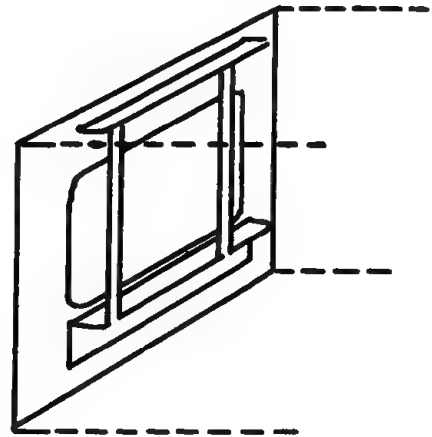
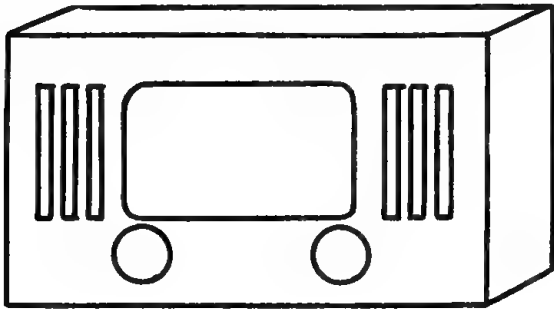
1. The Sabbath light is burning bright;  
Our prettiest cloth is clean and white,  
With wine and bread for Friday night.
2. At set of sun our work is done;  
The happy Sabbath has begun;  
Now bless us, Father, every one.
3. O Sabbath guest, dear Sabbath guest,  
Come, share the blessing with the rest,  
For all our house tonight is blest.

\*The music for "Sholom Aleichem" may be found in Vol. I of *The Jewish Songster* by Samuel Goldfarb—and in many other collections of Jewish Music.

†From the *Union Hymnal*.

## A Television Show

It would be fun to work out a television project in connection with the Sabbath unit in your text.



### THE RECEIVING SET

Make a television receiving set out of a large box and paint or draw the loud speaker on the box. Cut out an opening for the screen and paste cellophane across it.

Across the tops of the box cut a slot through which you can insert slides. Paste a cardboard ridge inside, under the opening for the screen, on which to rest the slide.

### THE SLIDES

Make a set of slides to fit the screen opening and rest securely on the ledge.

Draw the slides in black India ink on white paper. Oil the finished drawings with linseed oil, applied with a small piece of cotton and blotted between newspaper. This will allow the light from the flashlight beam to come through the slides.

### ORGANIZING THE SHOW

The class must first choose a topic for the show.

Some members of the class can write a narration for the slides while others make the receiving set and slides. Choose one person to be the announcer

who introduces the show and its sponsor and cast, and another to be the narrator who reads the script. Two other people will be needed to manipulate the slides and the flashlight.

### THE TOPIC

Choose a topic such as "A Visit to a Synagogue." The slides might describe the things one sees in a synagogue. For example, you might have slides on:

- The Ner Tomid
- The pulpit
- The Ark
- The Sefer Torah
- A Scribe writing a Sefer Torah with a quill
- Tablets of the Law
- Reading the Sabbath portion of the Torah
- A menorah
- The stained glass windows
- The Shamos
- People praying
- A siddur
- Pictures of famous synagogues

You can study these objects in your own temple or synagogue so that you

know how to draw them. The class might visit other synagogues and take notes or draw sketches. Look in the *Jewish Encyclopedia* or history books

for pictures of famous synagogues and objects in them. These pictures can be drawn larger so that the audience can see them clearly.

### Sabbath in Israel

The Jewish Sabbath is a national holiday in Israel. If you lived in the Jewish city of Tel Aviv, you might find Friday evening and Saturday very different from what they are in the United States.

Draw a line under *yes* or *no* in the list below, depending upon whether or not you think you can do the following things in Israel on Shabos.

- |     |    |  |
|-----|----|--|
| Yes | No | Buy flowers from a street vendor for your Sabbath table.                 |
| Yes | No | Ride a bus.  |
| Yes | No | Read the time for lighting the candles in the daily paper.               |
| Yes | No | Sing Sabbath songs on the street.  |
| Yes | No | Buy a new dress for the Sabbath.   |
| Yes | No | Attend an Oneg Shabbat at a friend's home.                               |
| Yes | No | Attend an Oneg Shabbat in a public building.                             |
| Yes | No | Sing Sabbath songs in public school.                                     |
| Yes | No | Visit a session of the Israeli Parliament.                               |
| Yes | No | See a prize fight on your television set.                                |
| Yes | No | Stroll on the boardwalk along the Mediterranean Sea.                     |
| Yes | No | Attend a concert of the Israeli Philharmonic Orchestra.                  |
| Yes | No | Listen to a broadcast of a hockey game over the Jerusalem Radio Station. |
| Yes | No | Pick fresh flowers to decorate your house.                               |
| Yes | No | Entertain the Jewish soldiers in the army of Israel.                     |
| Yes | No | Go on guard duty for the army of Israel.                                 |
| Yes | No | Invite an Arab to your home for the Sabbath meal.                        |
| Yes | No | Light the Sabbath candles in school on Friday.                           |
| Yes | No | Buy soda pop in the grocery store.                                       |

### *An idea!*

Plan an Oneg Shabbat (Sabbath party) in your home on Saturday afternoon.

Invite your friends. Sing Sabbath songs and play games. Ask your father or mother to tell Sabbath stories. Serve grape juice and cookies. Talk about some of the things which are discussed in this book and in *Days and Ways*.

At sundown close with a Havdolo service.

Name.....Class.....Date.....

## 2. THE SUN OR THE MOON

Read Chapter 2 starting on page 20.

Do you understand the difference between the moon year and the sun year?

The Jewish calendar is based on the..... year.

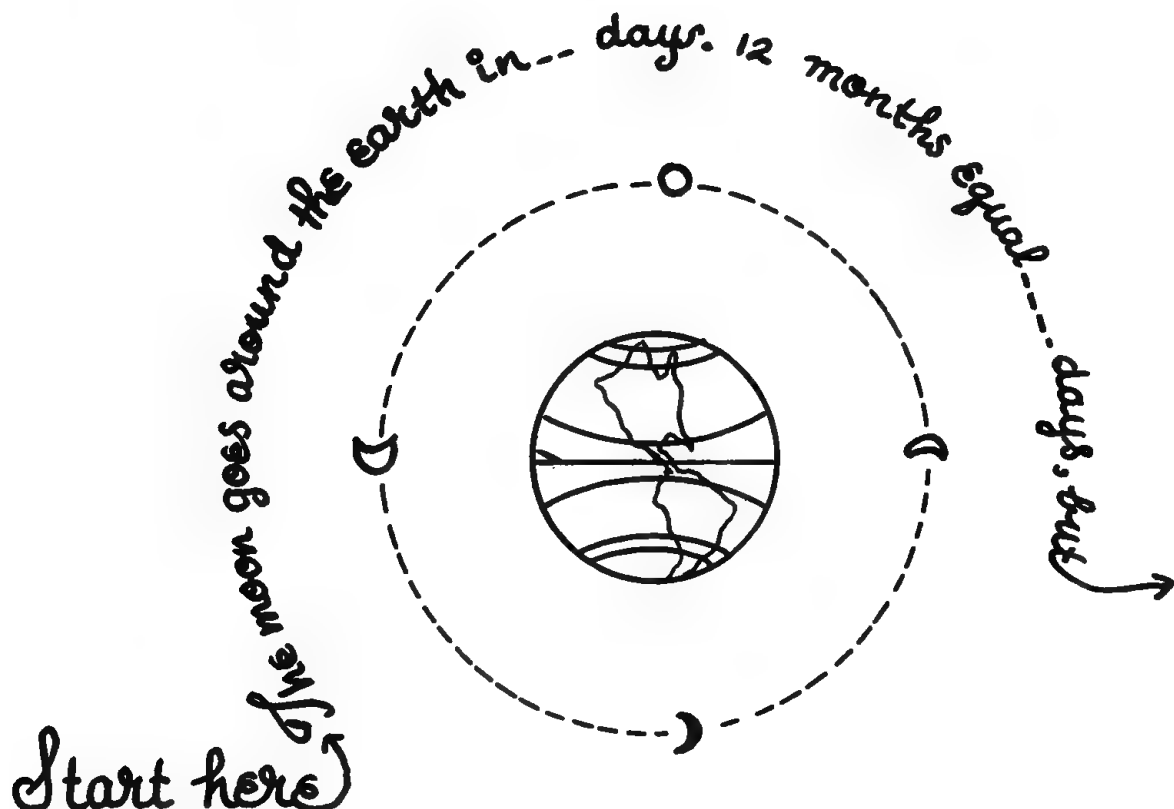
The general calendar is based on the..... year.

The dates of the two calendars do not come out the same every year.

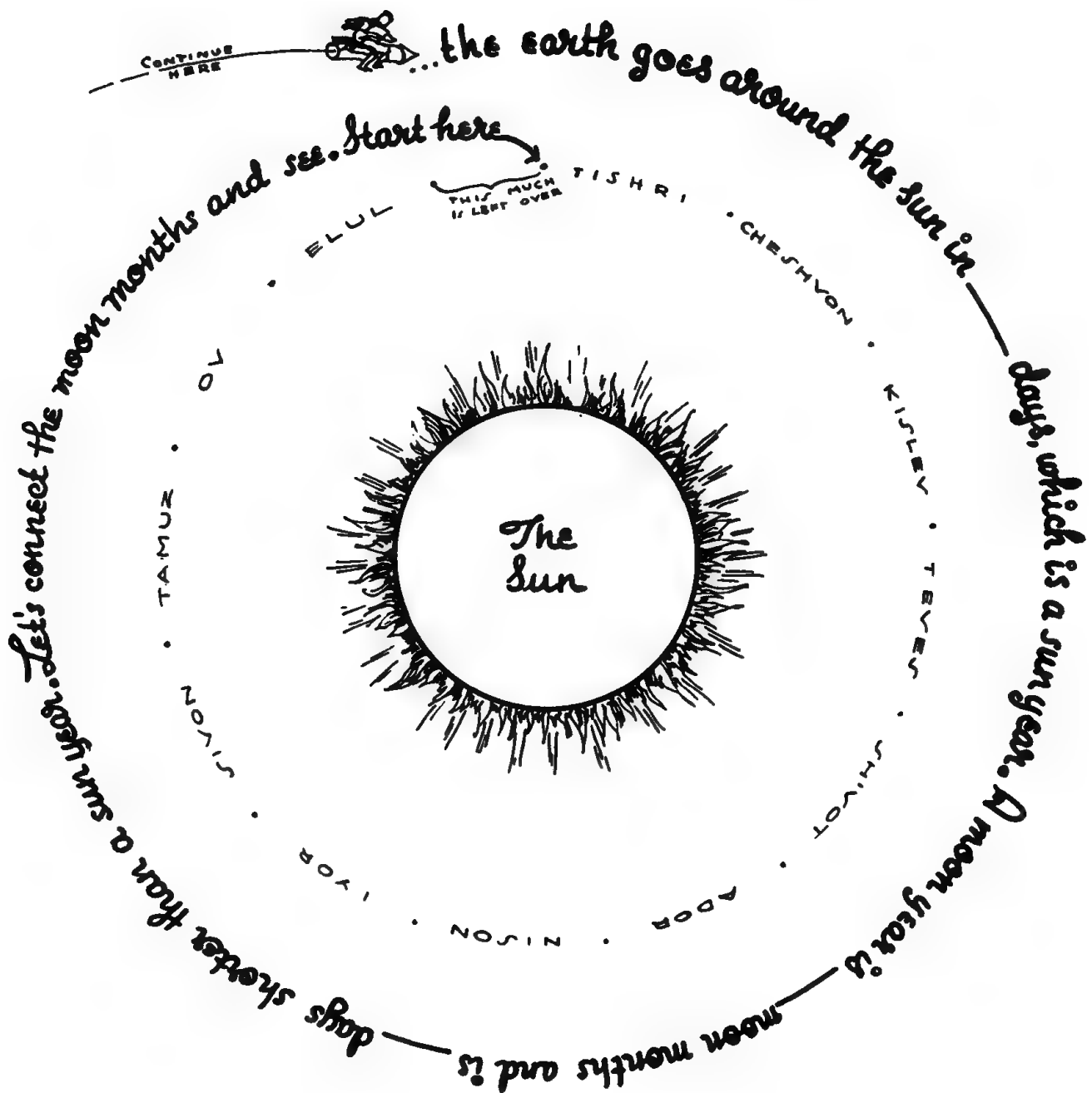
*Let's take a trip on a rocket*



*and see for ourselves* why the Jewish months come out on different dates on the general calendar every year.







Fill in the blanks in the chart above with the proper answers.

Connect the months with a colored crayon starting with the dot at the beginning of Tishri and stopping with the dot at the end of Elul.

Put a cross where Tishri begins the next year.

Each year Tishri begins earlier until after.....years there are enough days left over to make an extra month. This extra month is added after the month of..... and is called..... years out of every .....years are leap years and contain thirteen months.

Name.....Class.....Date.....

## Let's Study the Chart

A. Look at the chart on page 26 of *Days and Ways*.

1. What Hebrew month contains the most holidays? .....
2. What Hebrew months contain no holidays? .....
3. What Hebrew month contains your favorite holiday? .....
4. Is there any English month in which no Jewish holiday falls? .....
5. In what Hebrew month does your birthday fall? .....

B. Study the third column carefully.

*If you know Hebrew* write the Hebrew name of each month in English letters.

- |                |                  |
|----------------|------------------|
| 1. תשרי .....  | 7. אדר שני ..... |
| 2. חשוון ..... | 8. ניסן .....    |
| 3. כסלו .....  | 9. אייר .....    |
| 4. טבת .....   | 10. סיון .....   |
| 5. שבט .....   | 11. תמוז .....   |
| 6. אדר .....   | 12. אב .....     |
| 13. אלול ..... |                  |

*If you don't know Hebrew* see how many Hebrew months you can remember. Write them in any order.

- |          |          |
|----------|----------|
| 1. ....  | 7. ....  |
| 2. ....  | 8. ....  |
| 3. ....  | 9. ....  |
| 4. ....  | 10. .... |
| 5. ....  | 11. .... |
| 6. ....  | 12. .... |
| 13. .... |          |

Name ..... Class ..... Date .....

## Some Things to Do

### At school

Record the Hebrew date each week in the space provided at the bottom of the pages in this Activity Book. Write them in regularly every Sunday. In order that you may know the date, a luach for reference is placed in your classroom. Ask your teacher.

Your teacher will reserve a place on the blackboard for the Hebrew date. The first pupil who arrives in school can fill in the correct month and date.

Do you know where to get a luach? List as many places as you can.

1. ....
2. ....
3. ....

Bring one to school. It will be interesting for the class to compare the different kinds of luachs.

### At home

1. Make a luach with a very complete calendar and a series of suitable illustrations or poems for each month. Or, mark the Hebrew dates on an ordinary calendar.

List all the holidays, including Rosh Chodesh. You will need the Rosh Chodesh dates in order to know when the month changes. Include all the Hebrew dates of your family birthdays in your luach so that you will remember to celebrate them. Include the English and Hebrew dates of the creation of

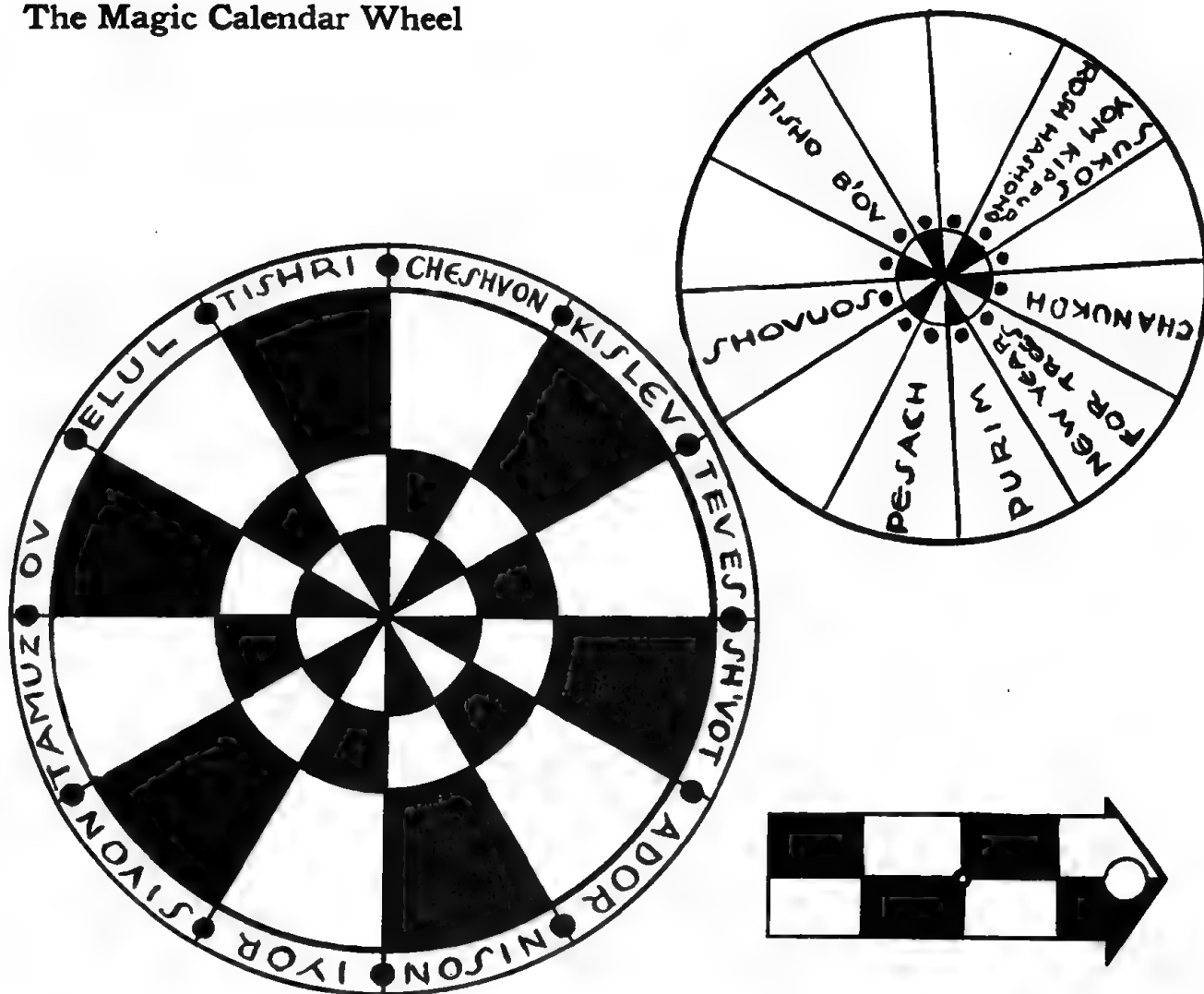
the new State of Israel, May 14, 1948.

2. Your family and friends will enjoy the Animated Disc on the Jewish Calendar, by Florence Zeldin, which may be ordered from the Union of American Hebrew Congregations, 838 Fifth Avenue, New York 21, N. Y. This attractive game, with its revolving question disc and its cut-out answer book, would also make a nice prize or gift. Ask your parents or teacher to order one for you.

### An idea!

Have an exhibit in your class of luachs that the students either make or bring.

## The Magic Calendar Wheel



### Calendar Fun

1. Cut out the two circles. Place the small circle over the larger. Put a pin through the centers of the two circles. Turn the small circle until you can match each holiday with the month in which it falls. If you place it just right, you will have a perfect chart of the holidays.

Try this on your parents.

2. Color or decorate the arrow and the large circle. Mount them on heavy paper and cut them out. Put a pin through the center of the arrow and the big circle. If you put a small piece of

cork on the pin between the two pieces, the arrow will turn better.

Each person takes a turn whirling the arrow. When the arrow stops on one of the months, the player must name a holiday which falls in that month. If he succeeds he gets another turn. If he fails, the next person tries. Later on the game can be made harder by also requiring the player to name the English month in which that holiday usually falls.

Take this game home and play it with your friends.

### *An idea!*

Make a big calendar game to hang up on the blackboard so that the whole class can play the game.



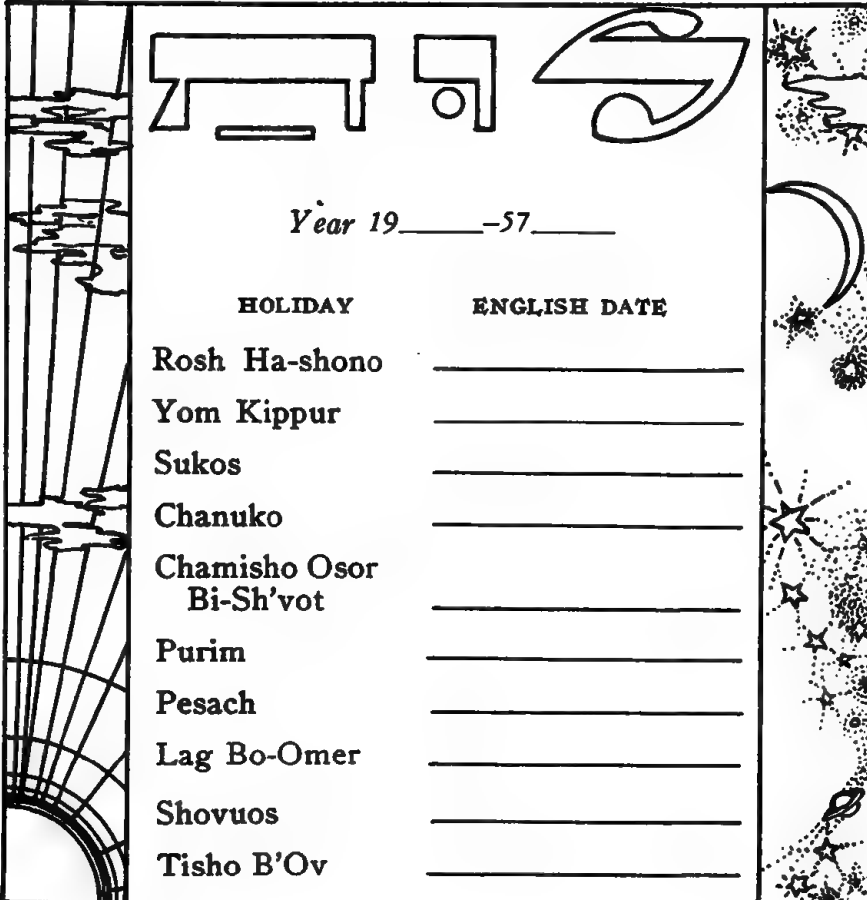


## Making a Luach (Jewish Calendar)

This is a design for a simple one-page luach. You can make one for your father's desk, your mother's date book, or your own room. You may make a gift of it to someone in your family.

Look up the dates of the Jewish holidays for the coming year. Fill them in on the luach below. Color the luach

and, if you wish, paste it on a piece of colored paper. The colored paper can be folded into a booklet or greeting card, cut to hang on the wall or to fit a notebook, or planned to stand on a desk. If you arrange it attractively you will have a handy item for your own use or a nice gift for someone in your family.



Year 19\_\_\_\_-57\_\_\_\_

HOLIDAY	ENGLISH DATE
Rosh Ha-shono	_____
Yom Kippur	_____
Sukos	_____
Chanuko	_____
Chamisho Osor Bi-Sh'vot	_____
Purim	_____
Pesach	_____
Lag Bo-Omer	_____
Shovuos	_____
Tisho B'Ov	_____



### 3. WHEN THE SHOFOR CALLS

Read Chapter 3 in *Days and Ways*, beginning on page 28.

#### Pick Your Answer

A. Pick out the best answer to the following questions or statements:

1. The Hebrew date of Rosh Ha-shono is:

..... the 1st of Tishri.

..... January 1.

..... the 2nd of Cheshvon.

..... Chamisho Osor Bi-Sh'vot.

2. There are ten days between Rosh Ha-shono and Yom Kippur so that:

..... we can give charity to strangers who come to our door.

..... we won't have to go to services so often.

..... the rabbi will have enough time to write another sermon.

..... we can ponder over our mistakes and resolve not to repeat them.

3. Rosh Ha-shono is the kind of holiday that is:

..... in celebration of a historic triumph of the Jews against their enemies.

..... purely religious.

..... sad.

..... a seasonal, agricultural festival.

Name..... Class..... Date.....

B. Write the name of each of the objects below in the blank next to it.  
In the column at the right indicate the Rosh Ha-shono ceremony or custom in which it figures.



1. \_\_\_\_\_



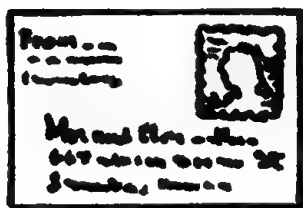
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

Can you recite the blessing or saying which accompanies each custom?

*If you know Hebrew* match the objects pictured above with the following Hebrew words by writing the numbers in the parentheses next to them.

( ) קדוש

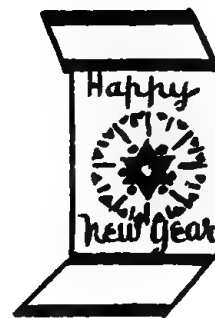
( ) שופר

( ) דבש

( ) שְׁהִינּוּ

( ) לְשֵׁנָה טוֹבָה תִּקְרָאָהּ

## Make Your Own New Year's Cards



Make up a design for a New Year's card to send to your family and friends. Several suggestions for designs appear on this page and the next. Work out your own greeting or good wishes. Include the Hebrew words *לשנה טובה תכתבו* if you can.



### 1. WATER COLOR CARDS

Trace your design on a piece of stationery or colored paper. Color it with water colors. Outline the design and write the greetings with pen and ink.

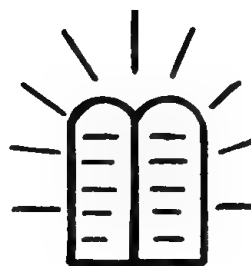
### 2. SPATTER PRINTS

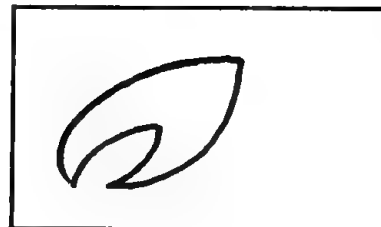
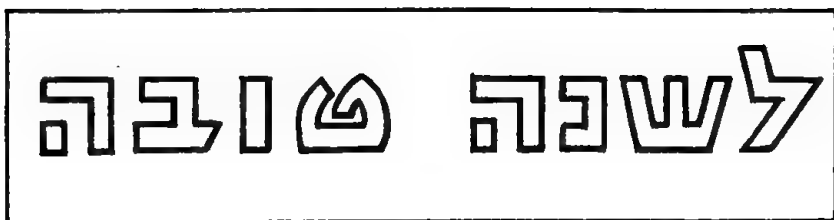
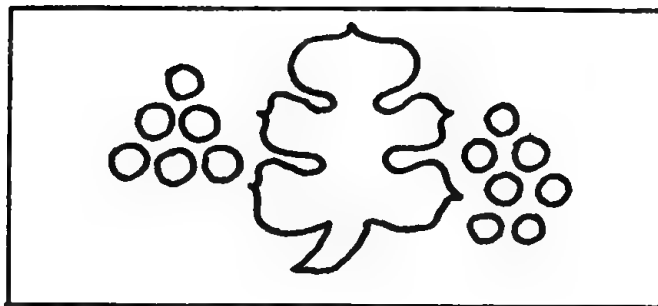
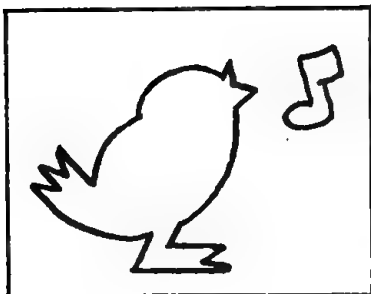
You can make several copies of your greeting cards with spatter prints.

Materials: Toothbrush

Kitchen knife or small  
piece of wire screen

Poster paint





#### DESIGNS FOR STENCILS FOR SPATTER PRINTING

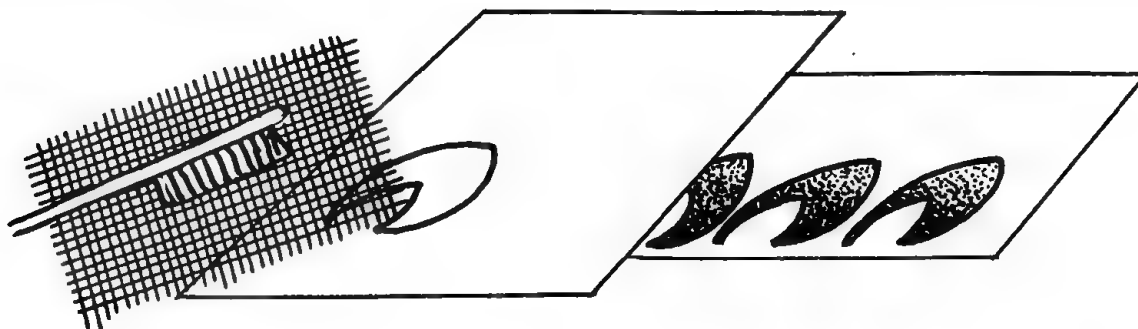
Trace or draw stencil design on a piece of stiff paper.

Cut out a stencil of your design.

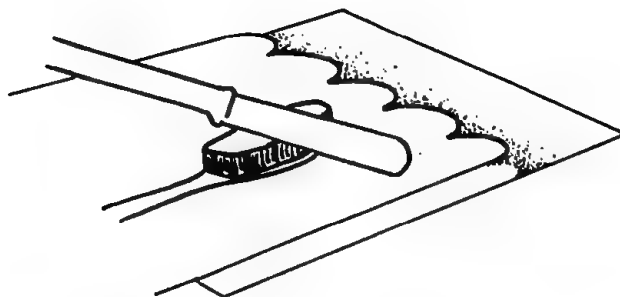
Place the stencil over the piece of colored paper out of which the greeting card will be made.

Using an ordinary water-color brush, load the toothbrush with show card color which has been thinned

with a few drops of water. (Experimentation will teach you how thin to make the paint.) Rub the toothbrush back and forth across the wire screen. A fine spray will result. Try it a few times until you learn how to shade the sprayed area from dark to light. Spray over the stencil and your design will be stenciled on the paper.



If you prefer, an ordinary kitchen knife can be used instead of the screen. Draw the knife towards you over the bristles of the toothbrush. This results in a coarser spray.



By spraying over the edge of a piece of cardboard, straight lines or borders can be stenciled.

Always cover surrounding surfaces with newspaper to keep them from being spattered.

## Your New Year's Resolutions

I, \_\_\_\_\_, hereby resolve that for the  
coming year, \_\_\_\_\_, I will:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I hereby resolve that I will not:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

**This is your private list of resolutions.  
Put it away and look it over later in the**

**year to see how well you are keeping  
your resolutions.**





#### 4. THE SABBATH OF SABBATHS

Read Chapter 4 in *Days and Ways* beginning on page 39.

##### Ask Me Another

1. Complete the following statements:

The Hebrew date of Yom Kippur is 10<sup>th</sup> of Tishri

Two other names for Yom Kippur are .....

and .....

On Yom Kippur we pray for our sins, pure heart, help others

Two blessings which are recited by Moshe on Erev Yom Kippur are .....

..... and .....

2. Each of the following quotations or phrases has some connection with the observance of Yom Kippur. To what does each refer?

"Arise for S'lichos" it was called at dawn in Europe

"Return O Israel, unto the Lord, thy God!" read on the Sabbath

"All our vows . . . ." .....

"Out of the depths I have called Thee, O Lord . . . ." Psalm 130

"Repentance, prayer, and charity avert the evil decree." 3 pillars

"The Lord, He is God." before the shofar is blown

**If you know Hebrew** you will receive a clue in the following names which will help you to fill in the above lines. Write your answer in Hebrew wherever possible.

כל ידרי

Psalm 130—

נעילה

שבת שובה

קליחוח

Part of a יום קפור prayer

3. Explain each of the following:

Shabos Shaboson .....

.....

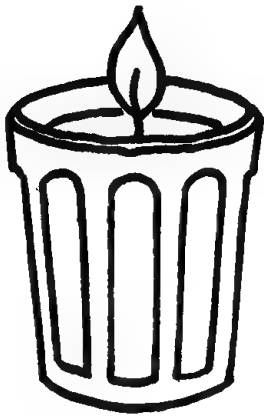
Sabbath of Return .....

S'lichos .....

Kol Nidrei .....

N'ilo .....

4. In the blank space next to each object pictured below, describe how it is used in the Yom Kippur service.

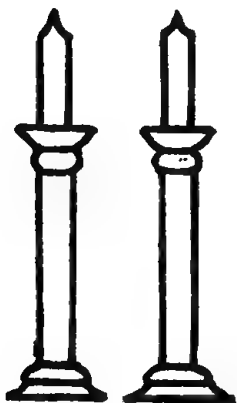


.....

.....

.....

.....



.....

.....

.....

.....



.....

.....

.....

.....

Name.....Class.....Date.....

## A Page in a Diary

How good is your imagination?

Suppose you were not a child in modern America, but happened to have been born a Jewish boy or girl of long ago. Make believe you are one of the following:

An East European child on S'lichos night.

A child in the days of the First Temple in Jerusalem.

A Marrano child in Spain.

A child in the wilderness when Moses went up on Mt. Sinai for the second time.

A Jewish child in modern Israel.

Write a page in the diary of one of these children on the tenth of Tishri. What is your name? How old are you? What experiences did you have?

*My Diary*  
*10<sup>th</sup> of Tishri, the year .....*

If you need more space continue on the back of this page. Be sure to sign your imaginary name at the end.

Handwriting practice lines consisting of multiple sets of three horizontal dashed lines for tracing and writing practice.

Name.....Class.....Date.....

An idea!

These experiences from the diaries of Jewish children of other times and places may prove very interesting reading. Why not bind them all together and make a booklet of them?

Each member of the class could have a copy of the booklet. If the class is small, each child can make several copies of his diary page and give one to each of the other pupils. If the class is large, the copies may be typed. If you attend a big school, the office might be able to mimeograph them. Each child could then assemble, bind, and decorate his own collection.

## An assembly program

Your class might prepare an assembly program on the observance of Yom Kippur throughout the ages. The diary best describing each period of Jewish history might be read for the school by its author.

If you wish to dramatize this program, the experiences could be acted out or told informally, with each actor dressed in the costume of the period.

## Something to think about

The Yom Kippur season is a good time for thinking. Here is a question you may wish to discuss with your parents or teacher:

*Do you think it is possible to make up for a wrong we have done? Is there anything we can do to atone for a mistake?*

**Write your ideas on the subject in the space below.**

This image shows a full page of white paper with ten horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and extend across the entire width of the page. There is no text or other markings on the paper.

## A Debate

**The theme suggested above would make a good topic for a debate. Would you like to debate it in class?**

**Name**..... **Class**..... **Date**.....

## Test Yourself

Here is a list of things we might do to atone for our mistakes. Check those which you think would help. Perhaps you would like to discuss them in class.

- ..... Give money to charity.
- ..... Try to undo any damage we have done.
- ..... Read a book on Yom Kippur so the fast will seem shorter.
- ..... Go to a movie so that we can forget our feeling of guilt.
- ..... Do the opposite of our error as much as we can.
- ..... Fast all Yom Kippur Day because that makes up for our mistakes.
- ..... Fast on Yom Kippur to show the boy next door "we can do it too."
- ..... Go without food and drink on Yom Kippur so that when we feel uncomfortable it will remind us that we must try to improve ourselves.
- ..... Go without food to punish ourselves.
- ..... Read about great Jews and how they solved similar problems.
- ..... Ask someone we trust to point out to us whether we are wrong.
- ..... Correct our friends every time they make a mistake.
- ..... Make a list of the things about ourselves that we ought to change.
- ..... Try to figure out why we made the mistakes.
- ..... Go to temple or synagogue because Yom Kippur is so important.
- ..... Go to temple or synagogue so that we won't be tempted to eat or play.
- ..... Go to temple or synagogue so that we may think and pray.

If you can think of any other ways to atone for wrong, write them below.

.....

.....

.....

.....

.....

.....

.....

.....

## 5. FOUR HOLIDAYS IN ONE

Read the chapter about Sukos which begins on page 51 in *Days and Ways*.

### A Quiz

A. Answer the following questions:

1. What four holidays are celebrated together during the Sukos season?

- a. Festival of Shouting c. Simchas Torah  
b. The Feast of Tabernacles d. Harvest Festival

2. To what American holiday can Sukos be compared? The Lighting

3. How long does Sukos last? eight days

4. Why do we build sukos on this holiday? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What other names can you think of for Sukos? The Season of  
our Reposing

6. The leaves of what trees are used to make the lulav? Palm  
myrtle willow

7. What do you like best about Sukos? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Below are a list of adjectives. Underline those which you think apply to Sukos. Underline twice those which apply to Simchas Torah. If you think the adjective applies to both, underline it three times. If you do not think it applies to either holiday, draw a circle around it.

happy	religious	beautiful	thankful
agricultural	exciting	unhappy	outmoded
historic	noisy	reverent	victorious

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## An Alphabet Puzzle

There is so much to know about Sukos that we can go through almost the entire alphabet suggesting words that are related to it.

Fill in the dashes to complete a word relating to Sukos. A clue to every word is given in the right-hand column.

For example:

A G R I C U L T U R A L

Now you do the rest.

B \_ \_ \_ \_

C \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

D \_ \_

E \_ \_ \_ \_

F \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

G \_ \_ \_ \_ \_ \_

H \_ \_ \_ \_ \_ \_

I \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

J \_ \_ \_ \_ \_

K \_ \_ \_ \_ \_ \_

L \_ \_ \_ \_

M \_ \_ \_ \_ \_

O \_ \_ \_ \_ \_ \_ \_ \_

P \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

R \_ \_ \_

S \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

T \_ \_ \_ \_ \_ \_ \_

V \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

One of the themes of Sukos

A suko

A new Sukos ceremony introduced in Reform temples

A season in Palestine which caused Jews to pray for rain on Sukos

A citron, one of the symbols of Sukos

An English name for Sukos

The types of things represented by the agricultural symbols

One of the things Sukos celebrates

The last word in another English name for Sukos

An adjective which describes the character of Sukos

The traditional prayer of holiness which opens the Sukos celebration in the home

Palm; one of the symbols of Sukos

A fragrant branch which is one of the symbols of Sukos

Pilgrims; literally, "those who go on foot"

Journey to Jerusalem

One of the things Jews pray for on Sukos

Rejoicing of the Law

Hebrew date of Sukos

Some of the things with which we decorate the suko



W — — — —

A leafy bough which is beaten on  
the floor on Sukos

Y — — — — —

The night on which the first nail  
is driven to build the suko

Z — — — — —

Another Hebrew name for Sukos

*If you know Hebrew* see how many of the following Hebrew words you  
can translate:

קָבֵה .....  
.....

קַבּוֹת .....  
.....

לִוְלֵב .....  
.....

אֶתְרוֹג .....  
.....

שָׁמֶשׁ .....  
.....

שְׁהֲחִינוּ .....  
.....

הוֹשָׁעִנָּה רַבָּא .....  
.....

שְׁמִינִי עֶצֶרֶת .....  
.....

שְׁמַחַת תּוֹרָה .....  
.....

הַקָּפוֹת .....  
.....

וּמִן שְׁמַחֲתֵנוּ .....  
.....

עוֹלֵי הָגֵל .....  
.....

שְׁלֹשׁ הָגֵלִים .....  
.....

Name ..... Class ..... Date .....

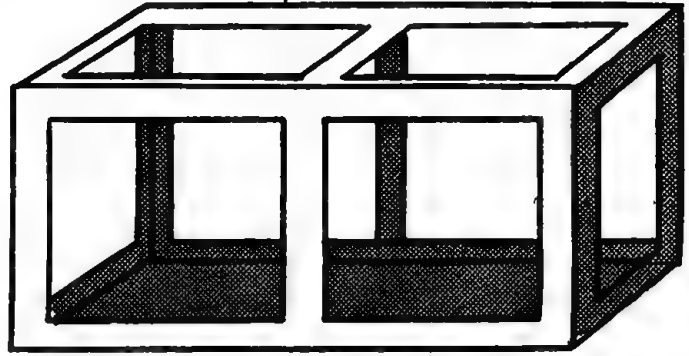


## A Model Suko

A model suko can be used at home as a table decoration during the week of Sukos or for a party at school.

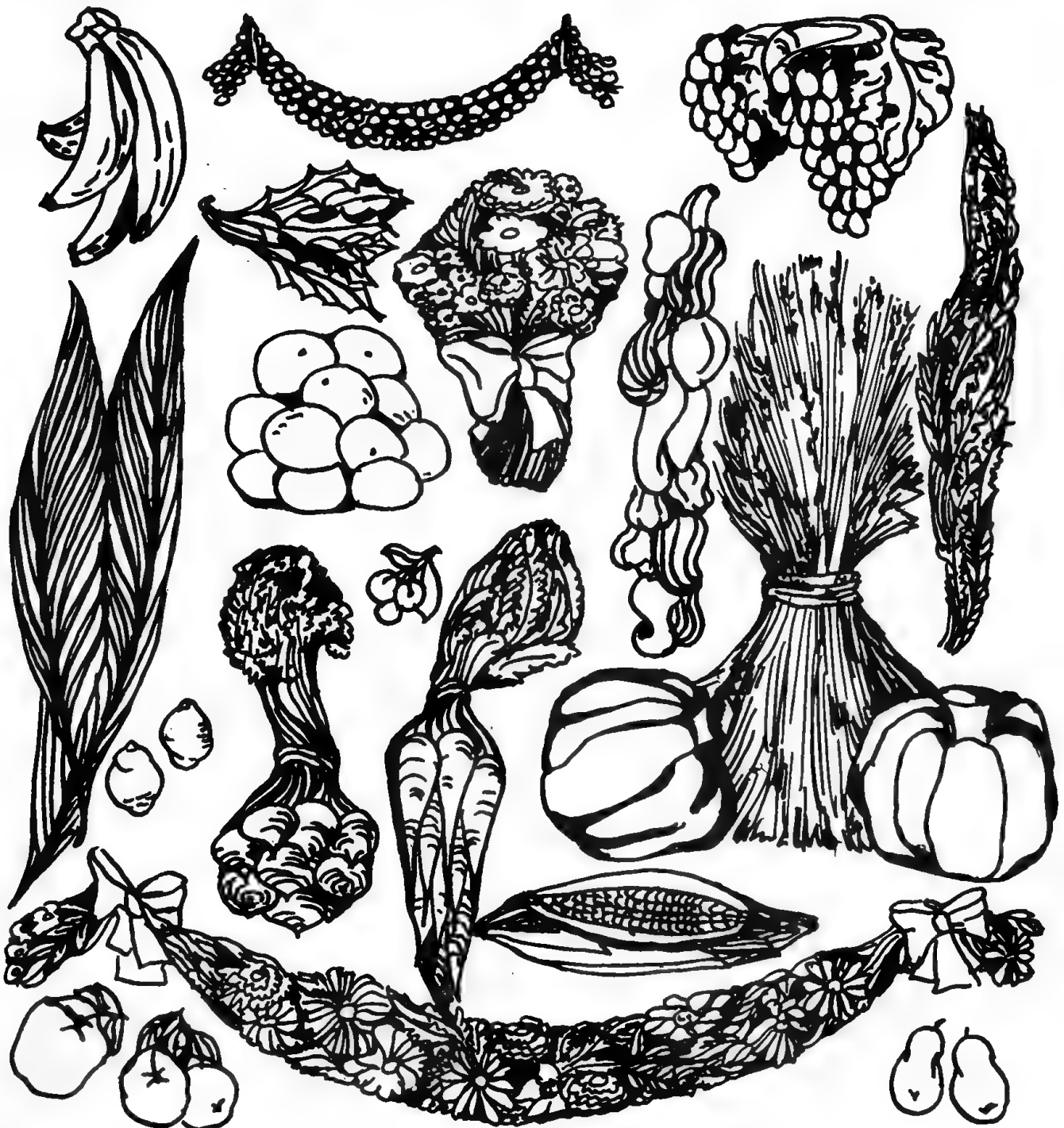
Cut out the sides and top of a cardboard box to make a framework for the suko. Crayon or paint the framework to look like branches. If you prefer you can make the framework of your suko of twigs or sticks tied together with cord.

Color and cut out the fruits and vegetables on this page and make as many more as you wish. Paste or tie



them on your suko. Make cardboard table and chairs or place toy furniture in the suko.

Can you put an electric light into your suko?







## 6. RIGHT AGAINST MIGHT

Read the chapter beginning on page 69 of *Days and Ways*.



When you are finished see if you can tell the story of Chanuko. Fill in the blanks in the story below.

### The Story of Chanuko

A long time ago, in the year ..... B.C.E.

..... of .....  
persecuted the Jews. He tried to make them give up  
their  and worship ..... He tortured  
the Jews and defiled their .....

In the little town of ..... lived an old Jew  
named ..... and his ..... sons, the bravest  
of whom was ..... They organized an  
army which triumphed over the enemy after ..... years.

The Jews held a great festival on the .....th  
day of ..... at which the Temple was  
..... Part of the ceremony was  
the burning of ..... in the Temple .  
Only a small  of oil ..... was found, but  
this burned miraculously for ..... days.

Name ..... Class ..... Date .....

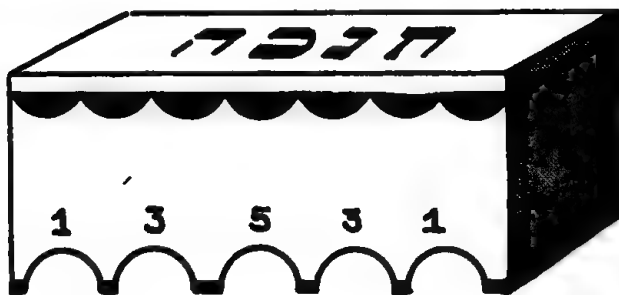
## Hebrew Word Game

Translate or identify the words listed in column 2.

*If you know Hebrew* cover up column 2 when you do this.

1.	2.	3.
1. מְנוֹרָה	menorah	
2. מִי כְמוֹךָ בָּאֱלִים אֲדֹנָי	Mi chomocho boelim Adonoi	
3. שָׁמֶשׁ	shamos	
4. הַנְּרוֹת הַלָּלוּ	Ha-neros Halolu	
5. נֵר	ner	
6. נֵס גָּדוֹל הָיָה שָׁם	Nes godol hoyo shom	
7. כִּסְלֵו	Kislev	
8. מַכְבִּי	Maccabee	a)
9. מַכְבִּי	Maccabee	b)
10. בָּרוּךְ אַתָּה יְיָ אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו וְצִוָּנוּ לְהַדְלִיק נֵר שֶׁל חֲנוּכָּה.	Boruch Ato Adonoi Elohenu Melech ho- olom asher kid'shonu b'mitsvosov v'tsivonu l'hadlik ner shel Chanuko	
11. בָּרוּךְ אַתָּה יְיָ אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם שֶׁעָשָׂה נִסִּים לְאַבּוֹתֵינוּ בַּיּוֹמִים הָהֵם בְּזֶמַן הַזֶּה.	Boruch Ato Adonoi Elohenu Melech ho- olom sheoso nisim la- avo-senu ba-yomim ho-hem b a z ' m a n ha-ze.	
12. חֲנוּכָּה	Chanuko	

## Chanuko Games



### A NUT GAME

Cut five or more arches in a shoe box. Decorate and score them as you like. The center arches should score the highest.

Each player has a turn rolling five nuts toward the box from a line previously decided upon. He receives a score for each arch into which he rolls a nut. After each round the points are totaled and the winner receives the nuts which missed the target.

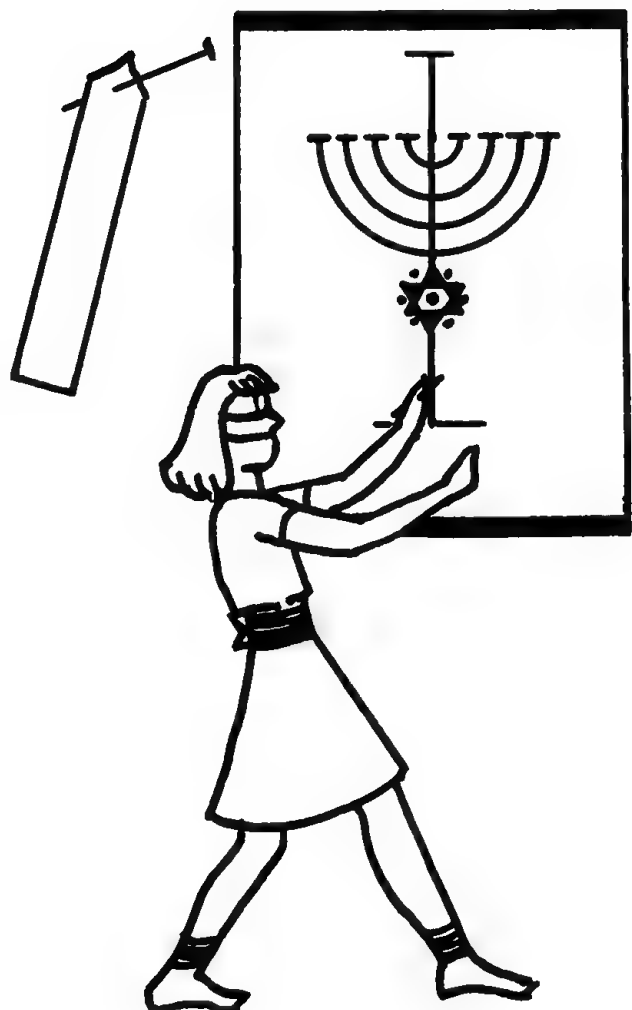
### A MENORAH GAME

On a large piece of cardboard or wrapping paper draw a big menorah. Cut candles out of yellow paper and stick a straight pin through the top of each one.

Hang the cardboard on the wall. Blindfold the player, turn him around three times, and put a paper candle in his hand. The player now advances toward the menorah and tries to pin his candle on the shamos. The player whose candle is closest to the shamos wins.

The game may also be played by giving each candle on the menorah a numerical value, as 10 points for the shamos, 5 for the next two candles, 3 for the next pair, 2 for the third pair, and 1 point for the outside candles.

To play this game in class, draw the menorah on the blackboard. Place a piece of chalk in the hand of the player and let him try to draw the candle on the shamos.



I.

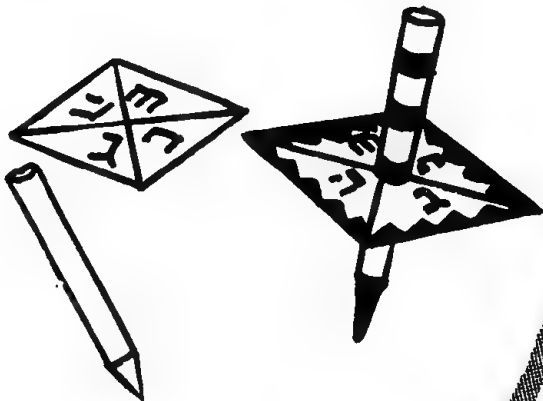
Whittle it of wood. Paint designs on it.



## Make a Dreidel

II.

Make it of cardboard and a lollipop stick.



III.



Make it out of a lollipop stick and a piece of soap.

Carve soap with a sharp knife. Push the lollipop stick through the soap.



## My Dreidel\*

I have a little dreidel  
I made it out of clay  
And when it's dry and ready  
Then dreidel I shall play.

O dreidel, dreidel, dreidel,  
I made it out of clay.  
O dreidel, dreidel, dreidel,  
Then dreidel I shall play.

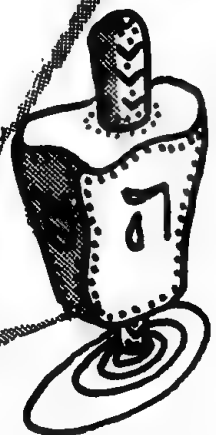
It has a lovely body  
With leg so short and thin  
And when it is all tired  
It drops and then I win!

O dreidel, dreidel, dreidel,  
With leg so short and thin,  
O dreidel, dreidel, dreidel,  
It drops and then I win!

My dreidel's always playful,  
It loves to dance and spin,  
A happy game of dreidel  
Come play, now let's begin!

O dreidel, dreidel, dreidel,  
It loves to dance and spin,  
O dreidel, dreidel, dreidel,  
Come play, now let's begin!

IV.



Make it out of clay. Letter with a pointed tool. Allow to harden.

See page 81 of *Days and Ways* for playing instructions.

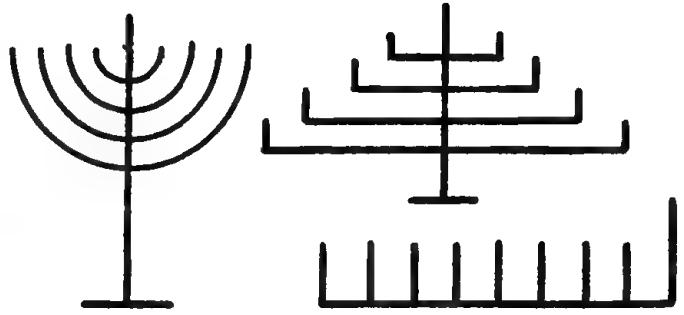
Color this page if you wish.

\*Words by S. S. Grossman and music by S. E. Goldfarb; reprinted from The Jewish Home Institute through the courtesy of The Bureau of Jewish Education of New York.

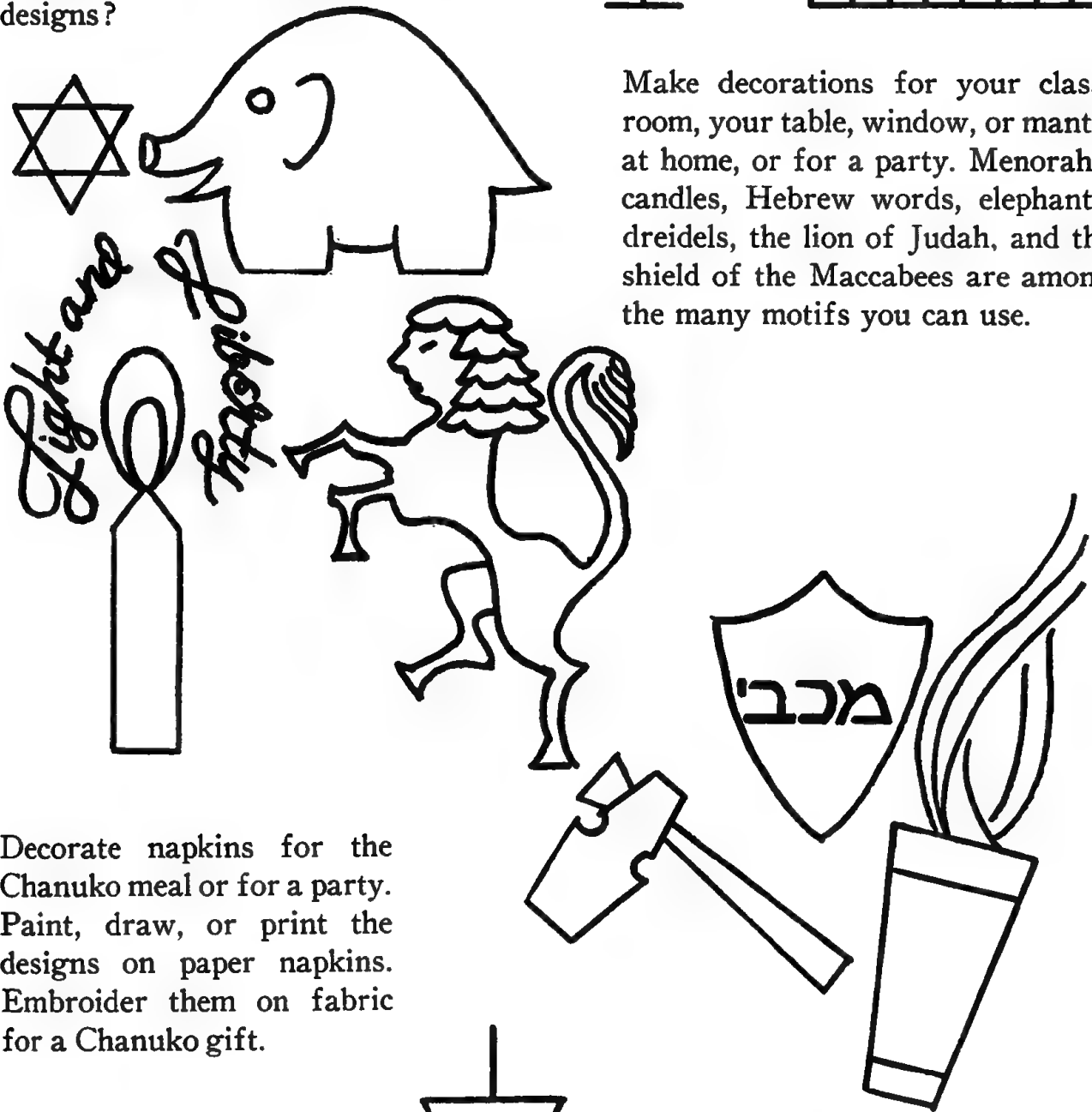


## Chanuko Decorations

Design your own menorah. You can base it on one of the basic styles on the right. The finished design can be used as a decoration or compiled with designs by other class members into a booklet. Could your class prepare an exhibit of original menorah designs?



Make decorations for your classroom, your table, window, or mantel at home, or for a party. Menorahs, candles, Hebrew words, elephants, dreidels, the lion of Judah, and the shield of the Maccabees are among the many motifs you can use.



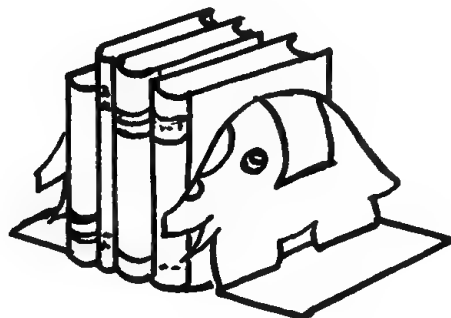
Decorate napkins for the Chanuko meal or for a party. Paint, draw, or print the designs on paper napkins. Embroider them on fabric for a Chanuko gift.



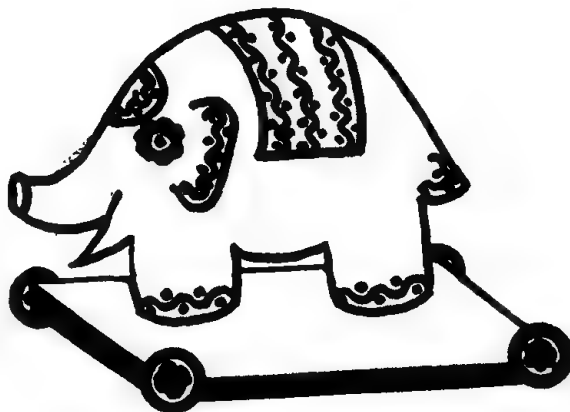
## Elephant Toys

On the next page is a pattern for an elephant that can be used in making Chanuko gifts. This elephant is a versatile fellow. He can be made of many different materials and present many different appearances.

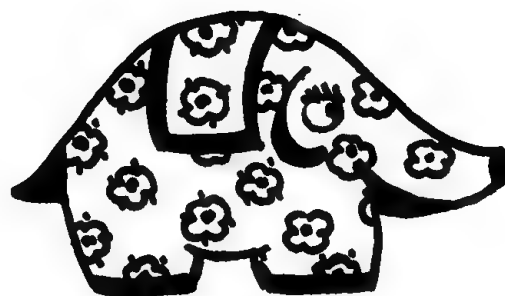
1. Cut him out of beaver board or thin wood (such as from a cigar box), sandpaper the edges, and paint him with oil colors or enamel. If you paint him with poster paints give him a coat of white shellac. Two elephants mounted on wooden bases will make a pair of book-ends.



2. If he is mounted on a wooden base he will stand alone. If wheels made out of cardboard are nailed on to the base and a string put through his nose, he will become a pull toy for little brother or sister.

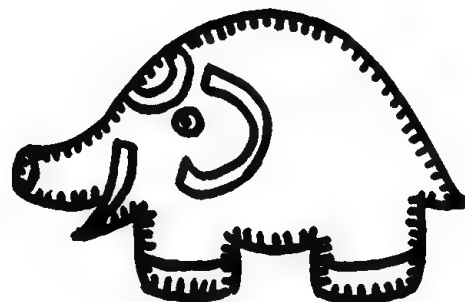


3. Cut the elephant out of two pieces of cotton material with a small print design. Embroider the design with black thread. Turn the back and front pieces face to face and sew them together, leaving about two inches open. Turn the pieces right side out through the two-inch opening, stuff with kapok or cotton, and sew the opening closed with small, strong stitches. He's a cuddly toy for your little brother.

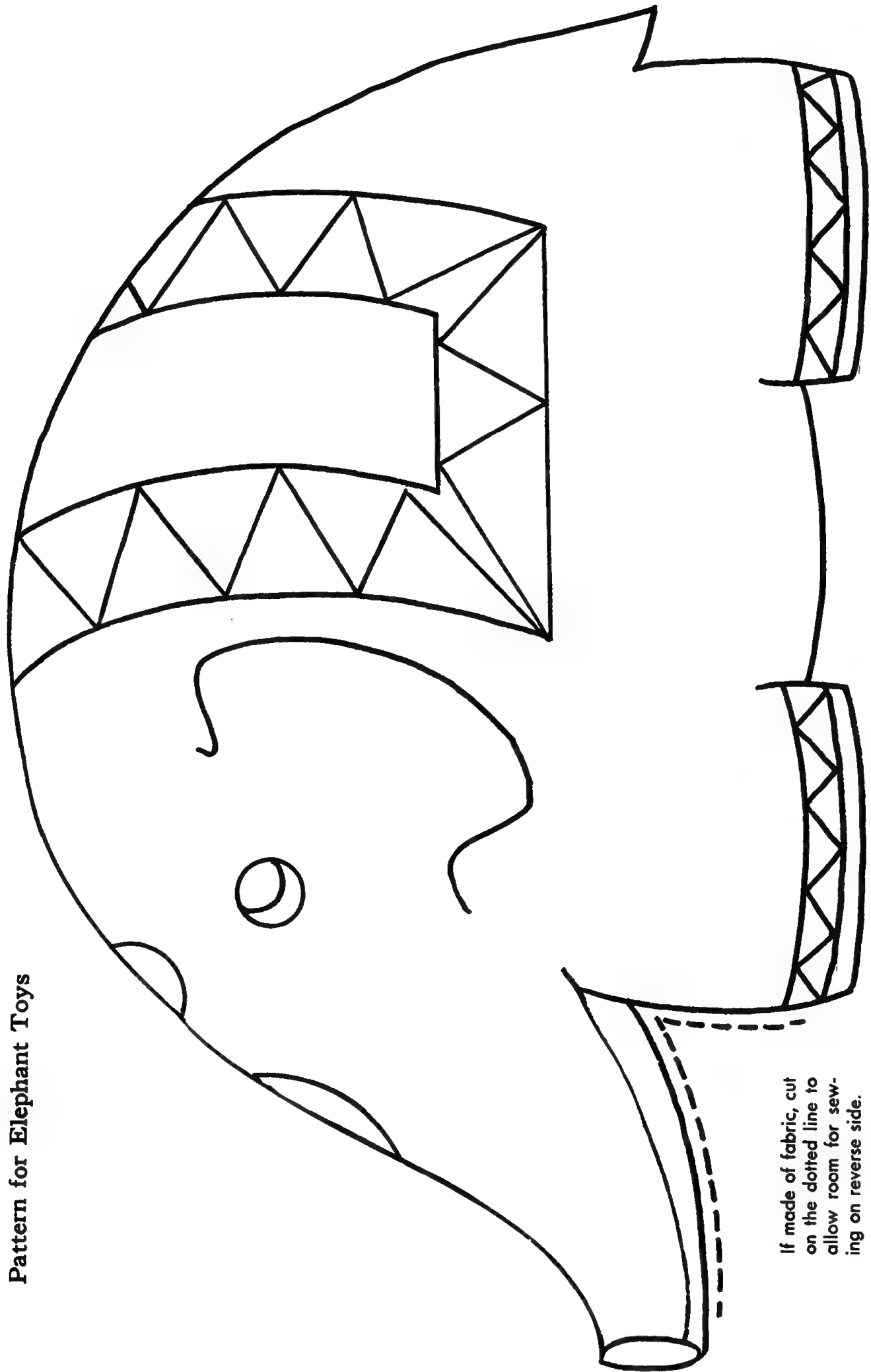


4. Cut the elephant out of two pieces of old rubber inner tube. Glue the edges together with waterproof rubber cement, leaving a two-inch opening. Stuff him with cotton, rags, or kapok and glue the opening carefully. Paint the designs on him with oil colors or enamel. He is a waterproof toy that can go swimming.

5. Make him out of oil cloth, embroider or paint the designs on him with oil paints, and stuff with cotton or kapok. Finish him off nicely by sewing the edges with an overhand or buttonhole stitch. He's washable.



# Pattern for Elephant Toys



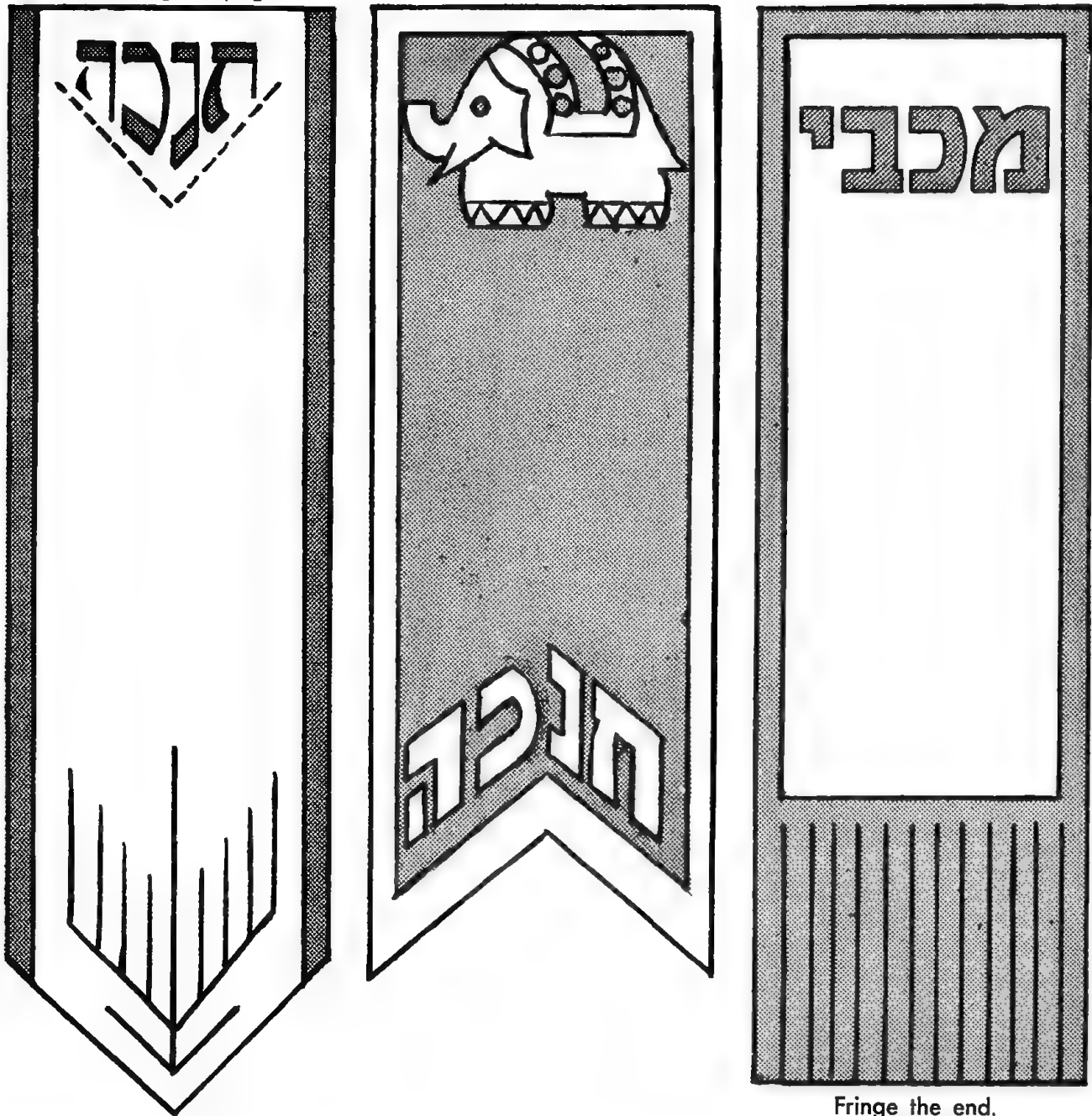
If made of fabric, cut on the dotted line to allow room for sewing on reverse side.



## A Book-Mark

A book-mark is a suitable Chanuko gift for a person of almost any age.

Cut on dotted line to fit  
over edge of page.



Fringe the end.

Book-marks can be made of paper, cardboard, or leather. If made of paper, the design can be colored with crayon or paints. For a quantity of book-marks, the design can be printed with block prints.\* For leather book-marks, soft

calfskin cut to size can be decorated by tooling with a nut-pick or leather tool.\* If you prefer, color and cut out the patterns above and paste on light-weight cardboard.

If you like, make your own designs.

\*For instructions on block prints or leather tooling see *Arts-Crafts for the Jewish Club* by Comins and Leaf or any good crafts book from the public library.



## Are you good at writing?

What is your favorite Chanuko theme?

- |   |  |
|---|--|
| <input type="checkbox"/> The fight for freedom in our time      | <input type="checkbox"/> The meaning of the Chanuko blessings today            |
| <input type="checkbox"/> The Maccabean spirit lives again       | <input type="checkbox"/> Chanuko in Israel                                     |
| <input type="checkbox"/> Modern Maccabees                       | <input type="checkbox"/> The Maccabeans and the Pilgrims: fighters for freedom |
| <input type="checkbox"/> How I would like to celebrate Chanuko  | <input type="checkbox"/> Hannah and her seven sons                             |
| <input type="checkbox"/> Did the Maccabees fight in vain?       | <input type="checkbox"/> Eliezer and the elephant                              |
| <input type="checkbox"/> Chanuko customs of yesterday and today | <input type="checkbox"/> My favorite Chanuko custom                            |

Some of these topics can be the basis of playlets. Others are suitable for short stories, poems, and compositions. Can you find the one that would make a good letter to your parents? Which ones could be developed into debate topics?

Can you write something which can be read in class or made part of an assembly program or Chanuko party? Add it to the collection of things you have been writing.

If you are good at writing, perhaps you would like to make a scrapbook of your original compositions, based upon the things you have already worked out in this book and upon themes which you will come across in the next units. You can use a standard loose-leaf notebook for your collection, a large scrapbook or a notebook or portfolio which you make yourself.

## A Debate

*Resolved*, That the modern Israelis are greater heroes than the Maccabees.

Name..... Class..... Date.....





## 7. THE NEW YEAR FOR TREES

Read the chapter beginning on page 86 in *Days and Ways*.

### Answer This One

1. Can you answer these questions?

What are three other names for Chamisho Osor Bi-Sh'vot?

.....  
.....

Name some trees in your state that give shade. ....

.....

Name some Palestinian trees that bear fruit. ....

.....

List the trees that are found in your neighborhood. ....

.....

Name a Palestinian tree that bears nuts. ....

.....

Name a Palestinian tree that drains swamps. ....

**If you know Hebrew** write the meaning of the Hebrew words below.

חמשה עשר בשבט .....

ראש השנה לאילנות .....

ברוך אתה יי אלהינו מלך העולם בורא פרי העץ. ....

.....

.....

### Scrambled Fruits and Trees

The trees and fruits listed below grow in Israel.

Can you unscramble them?

lamp.....nnaaab.....raced.....

voile.....granoe.....resyscp.....

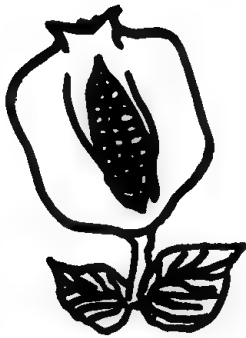
borca.....gfi.....pylucaesut.....

nadmol.....tlryem.....aagroeeemnpt.....

north.....teda.....llwiow.....guritfraep.....

## Palestinian Fruits

Can you identify the Israeli fruits on this page? Write the names in the blanks under the drawings. Color the fruits with crayons or water colors.



1. \_\_\_\_\_



2. \_\_\_\_\_



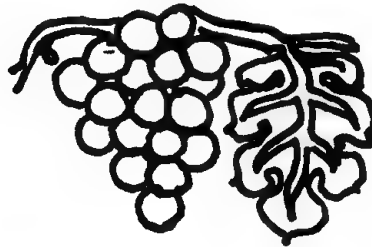
3. \_\_\_\_\_



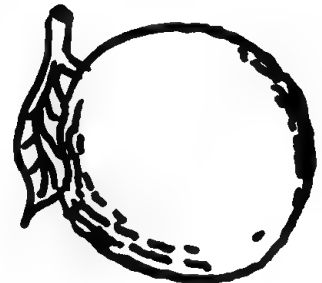
4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



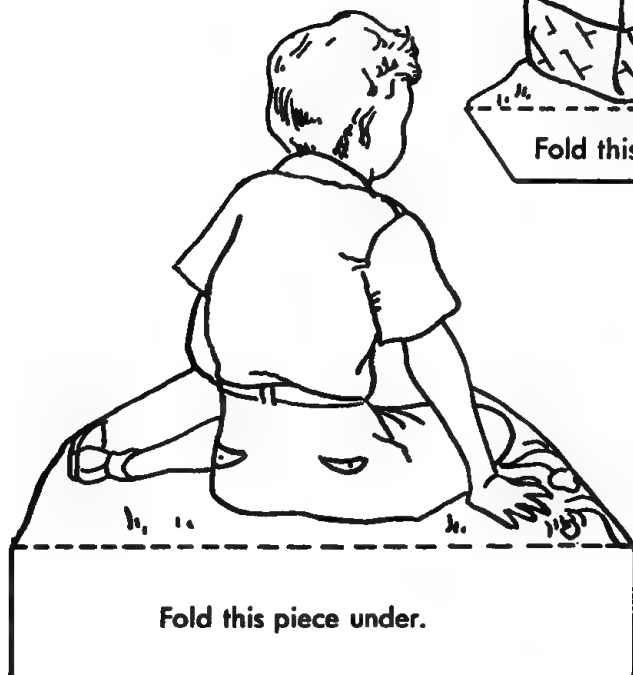
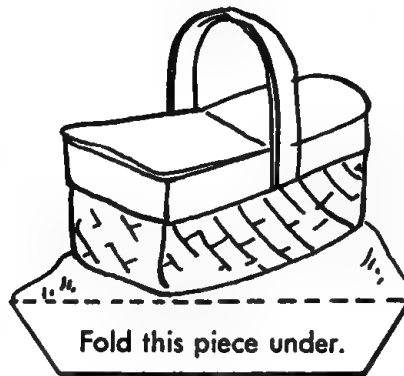
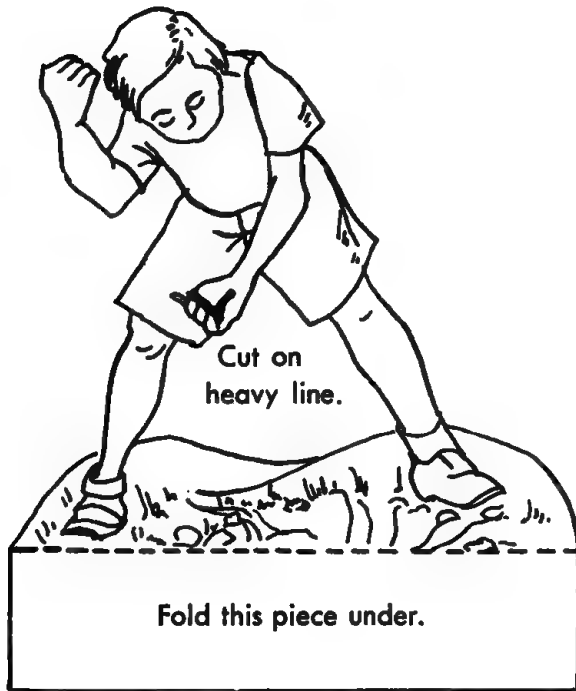
בְּרוּךְ אַתָּה יְיָ אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם  
בוֹרֵא פְּרֵי הָעֵץ.  
Blessed art Thou, O Lord, our God, King of the Universe,  
who createst the fruit of the tree.

How many of these fruits have you eaten? Make a list of those you have never tasted and try to buy some. When you eat your fruits, recite the *b'rocho* above in Hebrew and in English.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## A Shadow Box

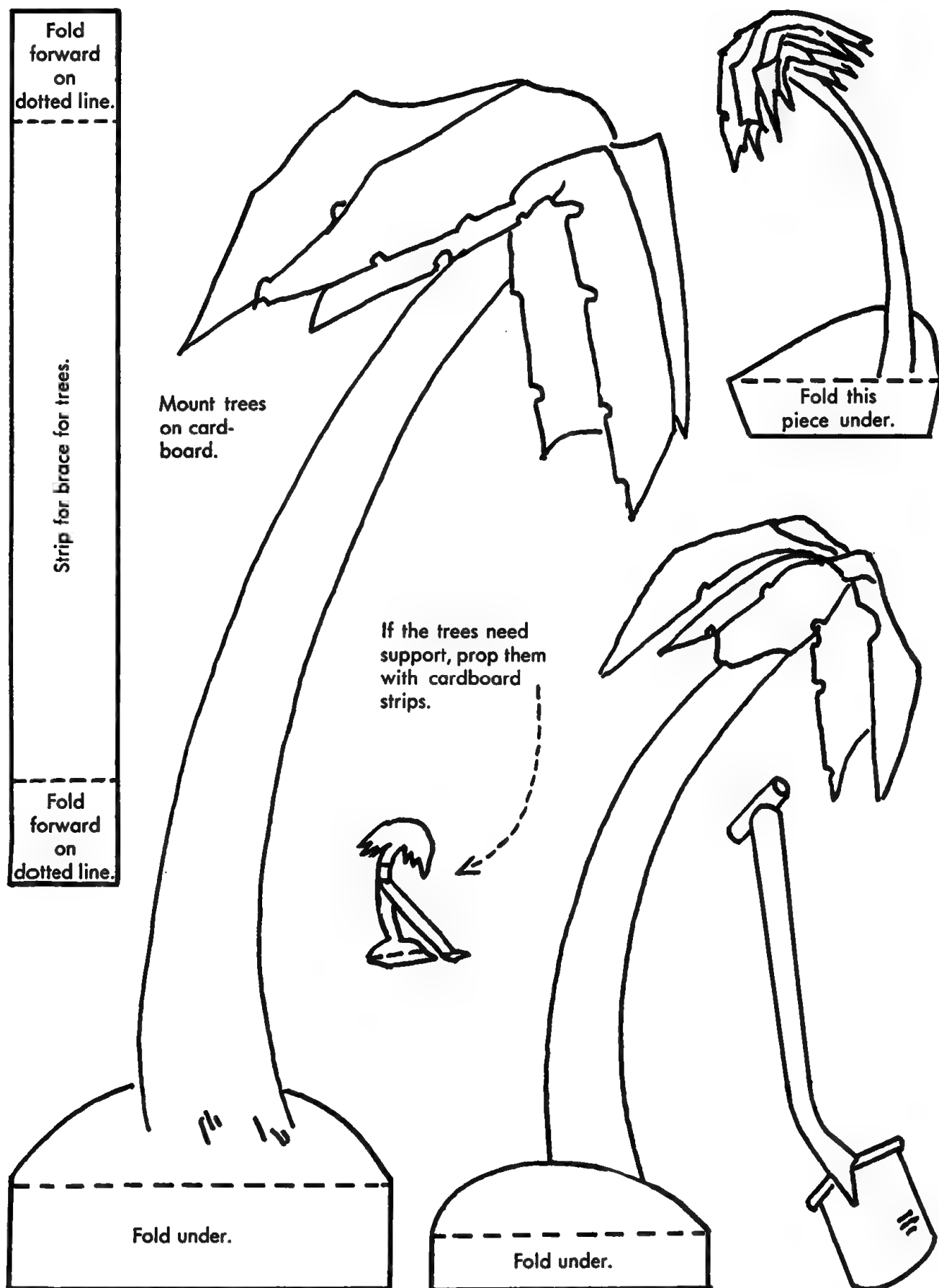
On page 90 of *Days and Ways* is a picture of children planting trees in Israel. Would you like to make it more real? Here are the same boys, trees, and tools. Make them into a shadow box.



Color the figures and objects on this page and the next. Mount them on light-weight cardboard or heavy paper. Glossy magazine covers are about the right weight and are easy to cut out. Cut the pictures out. Remove the lid from a cardboard box and place the box on its side so that the opening faces the

audience. On a piece of paper that will fit on the back of the box, draw a background similar to the one in the picture on page 90 of *Days and Ways*. Group the figures and objects in the box and paste the flaps down. Brace the tree, if necessary. Put a real twig in the hand of the boy.





## *An idea!*

There is another way to make this picture come to life. Ask your teacher how you can help plant trees in Israel through the Jewish National Fund.



## More Things to Do

### At school

1. Plant a tree in your school yard. Dedicate it to a great Jew.
2. Plant a tree in Israel. Raise the money by taking up a special collection or by planning a Chamisho Osor Bi-Sh'vot program or party.
3. Plan a hike. A nature walk can be an important part of the hike. How many trees can you identify?
4. Learn some Chamisho Osor songs, such as "Palestine Spring Song" by A. Burstein; "Trees of Home" by Judith Ish-Kishor; "Atsei Zeitim O'mdim."
5. Make a shadow-show of the story of Honi. One child can read the story while others act it out behind a sheet on which a strong light is thrown from the rear. The actors move between the sheet and the light so that their shadows are thrown on the sheet. The audience is on the other side of the sheet and sees the shadows acting out the story.

Experiment with the light and the sheet until you find the arrangement that results in the clearest shadow. It will be easy to find the distance the light should be from the sheet and from the floor. The room should be dark when the shadow-show is given.

### At home

1. Plant a garden in your own yard. Read some articles on the subject so that you will be able to plan properly.
2. Plant a tree in your yard.
3. Ask your family to plant a tree in Israel.
4. Serve Israeli fruit at home on Chamisho Osor and be sure that you can recite the blessing for fruit when you eat it.
5. Plan an outdoor picnic if you live in a warm enough climate.

### If you like to write

Write a play about Honi, "the Jewish Rip Van Winkle." Use some of the dialogue in *Days and Ways* or write your own. The play will probably have two scenes—one before and one after Honi falls asleep. The finished play can be acted out by your friends at home or by your classmates in school; or it can be made into a puppet-show or shadow-show. If you like, you can write the play just for your own scrapbook of original writings.

### Something to think about

Why is it so important to plant trees in Israel now? Write your ideas on the subject or discuss it in class or at home.

## *If you like to draw*

1. Draw “before and after” pictures showing what trees have done for modern Palestine. The first pictures can show Palestine as it was not so long ago—mainly desert, with long hills of sand and a blazing sun on a cloudless day. The long wastes of sand can be relieved by an oasis, a caravan, or a distant skyline of Oriental mosques and villages. The second picture can depict the developed parts of Israel today. It might show an orchard with rows of fruit trees against a background of green hills. It might show children planting trees or working in a vineyard. The sun and sky would still be brilliant, but the trees would cast long, cool shadows. This picture might include a distant view of a modern city nestling on a green hill, dotted with deep green foliage.
2. You could also make a table display of the same scenes. Make a desert scene, using real sand, a small mirror for the water in the oasis, trees similar to those on page 53 or with foliage of green crepe paper, toy camels, and a tent made of striped fabric. For the second scene, use the figures on page 51 and place them in an orchard of trees made of twigs and green sponge.



## If you like to write

1. You can have a lot of fun writing a modern Megillah. Bring it up to date; use slang and humorous take-offs on the names. Set it in Hollywood, New York, Israel, Germany, or a United Nations meeting. If you are good at rhymes, write in verse. Roll it up into a scroll and read it at a Purim program or party. Perhaps the whole family or class will work together on this.
2. Write your own version of the Purim story. Mention the Purim characters as often as possible. Tell your audience to respond with a suitable noise every time one of these names is mentioned. The following sounds are suggested:

Haman: "Hiss-ss-ss——"

Esther: "Ah-hah!" or a long whistle

Ahasuerus: "Hail, hail!" or a bugle call

Mordecai: "Bravo" or "Heidod" (Hebrew for "Hurray")

3. Write your own Purim shpiel. Make it as humorous as possible. Outline the scenes first. For example:

SCENE 1: Vashti defies Ahasuerus. The king proclaims he will choose a new queen.

SCENE 2: Mordecai and Esther hear the proclamations and discuss whether Esther should compete in the contest. Esther decides she will.

SCENE 3: The maidens parade before the king. Ahasuerus chooses Esther.

SCENE 4: Mordecai refuses to bow before Haman. They quarrel.

SCENE 5: Ahasuerus' sleepless night, concluding with the honor planned for Mordecai. Haman vows revenge and plots to kill the Jews.

SCENE 6: Mordecai and Esther discuss Haman's plot and plan what to do.

SCENE 7: Esther gives a dinner for Ahasuerus and Haman.

4. Discussions, talks, poems, or essays on one of the following topics can be included in a Purim program or added to your scrapbook of original compositions.

The Jewish Mardi Gras

The First Beauty Contest

Hadassah, a Great Organization

Purim Celebrations in Many Lands

If I Were Esther

My Favorite Purim Custom

The Diary of a Homontasch

Haman's Complaint

A Message of Hope

Who Is the Esther of Today?

The Boomerang

What We Can Learn from the Purim Story

If I Were Mordecai

## A Debate

*Resolved, That the modern girl is not the equal of Esther.*

## Purim Designs

These designs can be used on the objects suggested on the next three pages. They can also be applied to decorations, games, and gifts. Color this page if you like.



## Some Things to Make for a Purim Party or Carnival

### 1. Make a Purim Mask.

Try a large paper bag on your head to find out where the features come. Mark eyes, nose, and mouth with a pencil. Draw features, making pattern first if desired. Cut out eyes. Decorate to suggest a Purim character. Make your mask funny, beautiful, or serious.



MORDECAI



ESTHER



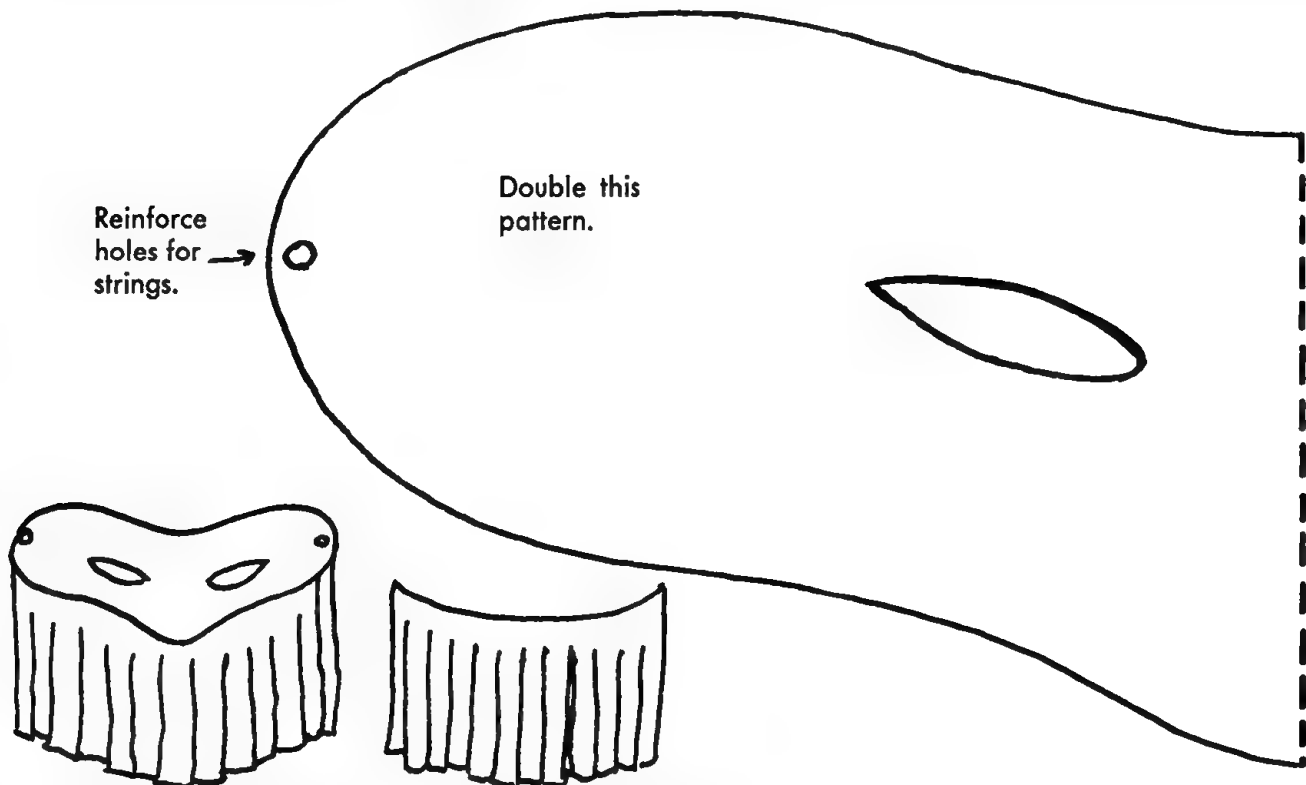
HAMAN



AHASUERUS

### 2. Make a Half Mask.

Make a half mask by using the pattern below. Cut it out of colored paper and paste reinforcements in the corners where the string or ribbon goes. If you wish to cover more of the face cut a fringe of colored or gold paper and paste it across the lower edge.



Whole mask made by pasting on a strip of fringed paper.

3. Make a Noisemaker.

a) Remove the labels from a baking powder can. Punch a hole in the lid. Pull a string through the hole, holding it on the inside with a large knot. Put a few dried beans or peas, rice or buckshot in the can. Fasten the lid on with scotch tape. Decorate with enamel, oil paints, or colored paper.



b) Decorate two pot lids with paint or colored paper for use as cymbals.



c) Wrap a cone of crepe paper around a whistle, leaving the blowing end free. Fasten with rubber bands, cord, or scotch tape. Decorate it with gold or silver paper or gummed stars. Slash the ends of the crepe paper and twist to make fringe.

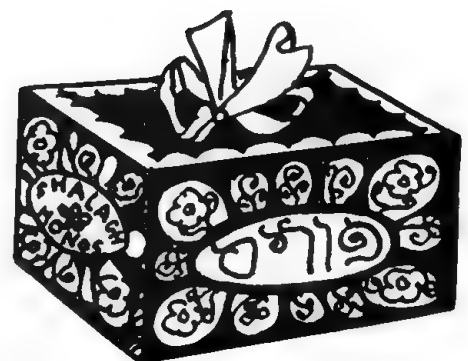


4. Make a Shalach Monos package.

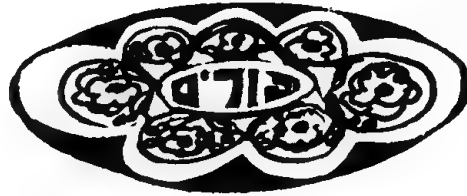
a) Decorate a plain paper bag with some of the decorations suggested on page 68. Color or paint the designs on one side. Write Purim greetings, address, and return address on the other side. Fringe the edge.



b) Decorate a small cardboard box with crepe paper, poster paints, or colored paper. The same design can be repeated on all four sides with a Purim greeting on the lid. Tie with colored ribbon. If the box is made of wood or tin it can serve as part of the gift.

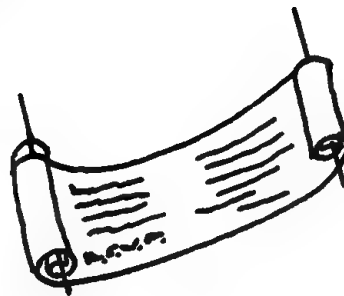


c) Decorate a small tin tray, paper plate, or shallow, wooden bowl, using any of the motifs on page 68. Oil paints or enamel can be used on metal or wood; crayon, poster colors, or colored paper can be applied to the paper plates. Fill the container with Purim goodies, place it on a large piece of crepe paper, draw ends up, tie with a large bow, and ruffle ends of crepe paper.

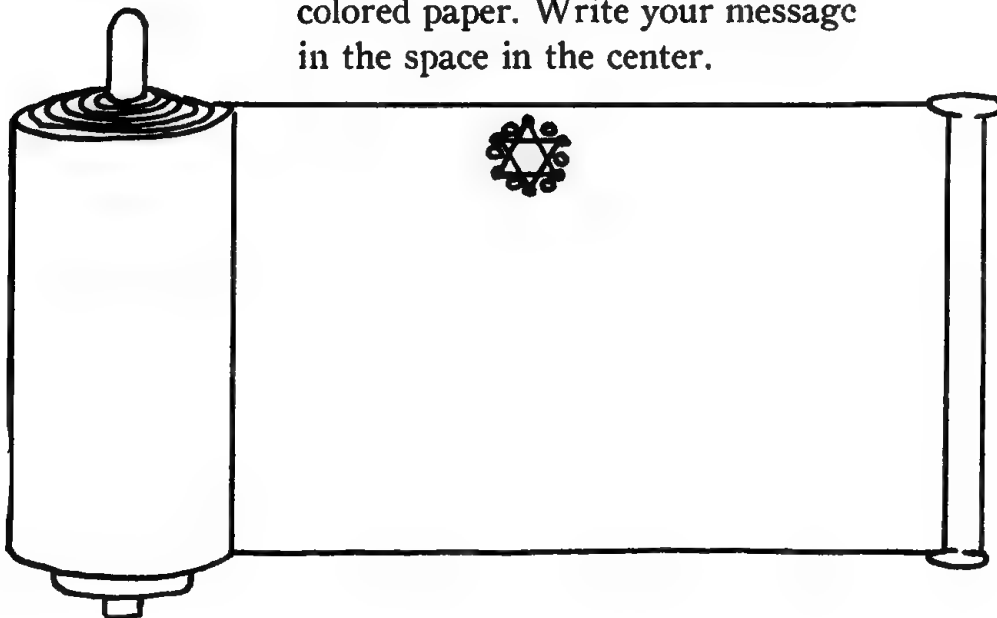


#### 5. Make invitations for a Purim party.

Write your invitations on a long, narrow piece of paper. With glue or scotch tape, fasten each end of the invitation to a pair of sticks cut down from dowel rods, lolly-pop sticks, or orange sticks. Roll inward to resemble a Megillah. Tie with a ribbon.



Using the Megillah pattern below, make your invitations on white or colored paper. Write your message in the space in the center.



#### Some Things to Think About

1. Do you know that there is a great women's organization in this country called Hadassah? See if you can find out why it has been named Hadassah.
2. Suppose you were a great motion picture director about to produce a movie of the story of Purim. What stars would you cast in the leading roles?

Esther would be played by .....

Ahasuerus would be played by .....

Mordecai would be played by .....

Haman would be played by .....

Vashti would be played by .....

3. Can you think of any modern characters who can be compared to those in the Purim story?

.....

.....

.....

4. Purim is celebrated in many different ways. In what country would you like to be on the 14th of Ador? Why?

.....

.....

.....

5. What is the relationship of the Book of Esther to the Five Megillahs? Of the Megillahs to the Hagiographa? Of the Hagiographa to the Bible?

.....

.....

.....

.....

6. The Megillah tells of three ways in which we are supposed to observe Purim. What are these ways?

.....

.....

Show how these apply to you. On Purim I eat.....

I give extra money to..... I send.....

Name..... Class..... Date.....

## 9. PROCLAIM LIBERTY THROUGHOUT THE LAND

Read the chapter beginning on page 115 of *Days and Ways*.

### What Does It Mean?

Draw a line under the English word or phrase in column at right which means the same thing as the Hebrew word.

*If you know Hebrew* cover up the first column and work from the Hebrew.

haggadah	(הַגָּדָה)	A story, exodus, freedom
Pesach	(פֶּסַח)	Crisis, Let my people go! Passover
omer	(עֹמֶר)	Measure, gallon, barley
chomets	(חֻמֶּץ)	Salted, leaven, pumpernickel
matso	(מַצָּה)	Cracker, unleavened bread, clean
b'dikas chomets	(בְּדִיקַת חֻמֶּץ)	Passover dishes, housecleaning, search for leaven
k'oro	(קֶזֶרֶה)	Passover plate, nuts, salt water
Elijah	(אֵלִיָּהוּ)	Forerunner of the Messiah, wandering Jew, beggar
afikomon	(אֶפִּיקוֹמֹן)	Matso softened in water, dessert, prize
Song of Songs	(שִׁיר הַשִּׁירִים)	A nut game, One Kid, a book in the Bible
mitsvo	(מִצְוָה)	Beginning of the month, good deed, kindness
Addir Hu	(אֲדִיר הוּא)	Megillah, Who Knows One? God of Might
Nison	(נִסָּן)	Month in which Pesach comes, spring, nuts
charoses	(חֲרֹסֶת)	Pharaoh, a Passover symbol, parsley
Ma Nishtano	(מָה נִשְׁתַּנָּה)	A prayer for dew, four questions, pilgrimage
Avodim Hoyinu	(עֲבָדִים הָיִינוּ)	We were slaves, counting the omer, praise

### A True-False Game

If a statement is entirely true, underline the word "true."

If any part of it is false, underline the word "false."

TRUE FALSE Three pilgrim festivals are Pesach, Sukos, Purim.

TRUE FALSE Pesach begins on the 15th of Nison.

TRUE FALSE Pesach celebrates the coming of spring, the ripening of barley, and the freedom of the Jews from slavery.

- TRUE FALSE The Haggadah tells the story of Passover and gives instructions on how to conduct a seder.
- TRUE FALSE An extra cup of wine is set at the seder table for the first-born.
- TRUE FALSE The Kiddush is an important part of the seder service.
- TRUE FALSE "Shehecheyonu" is said on the first night of Pesach.
- TRUE FALSE The children try to find the afikomon because it is sweet.
- TRUE FALSE Weddings are not usually held during the period when the omer is counted.
- TRUE FALSE The Song of Songs is one of the five scrolls in the Hagiographa.
- TRUE FALSE The farmers pray for rain during Pesach because the summer is the dry season in Palestine.
- TRUE FALSE The Falashas pitch their tents on Mt. Gerizim in Palestine and sacrifice the paschal lambs as the Jews did in olden times.
- TRUE FALSE A Samaritan is a Persian Jew.
- TRUE FALSE Our ancestors once were slaves in Egypt just as the negroes were slaves in America.
- TRUE FALSE "Chad Gadyo" is a Pesach song.
- TRUE FALSE Haggadahs used to be written by hand but now they are printed.
- TRUE FALSE We could not have a Passover seder without wine, matso, parsley, charoses, horseradish, a lamb bone, or carrots.

Name.....Class.....Date.....



## The Passover Symbols

In the six rectangles below, draw the six Passover symbols. On the lines below each drawing, tell what the symbol stands for.

<p>This is a lamb bone.</p>          <p>It reminds us.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>This is charoses.</p>          <p>It reminds us.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>This is parsley.</p>          <p>It reminds us.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>This is horseradish.</p>          <p>It reminds us.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>This is an egg.</p>          <p>It reminds us.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>This is matso.</p>          <p>It reminds us.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

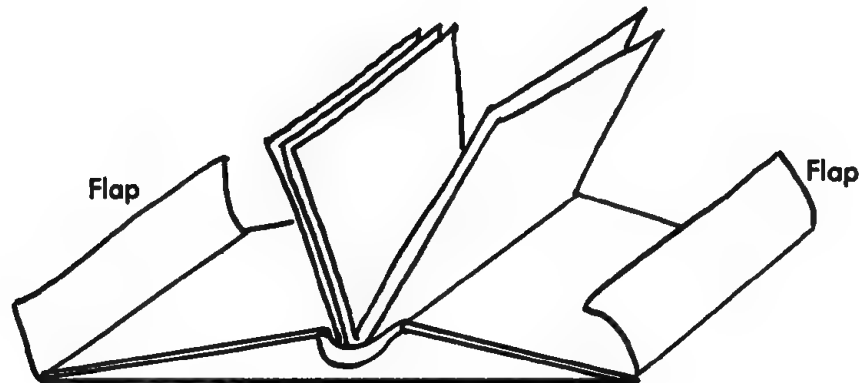
Name.....Class.....Date.....

## Make a Haggadah Cover

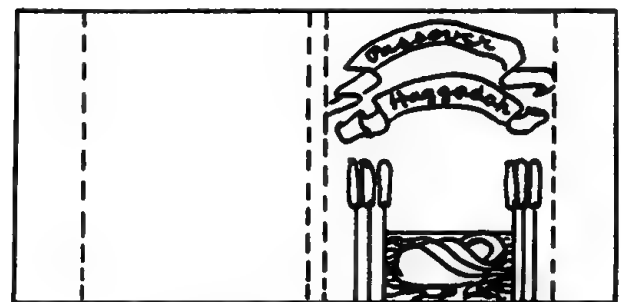
Would you like to decorate your Haggadah for seder night?

Make a pattern for a Haggadah cover by opening your Haggadah and laying it with the cover side down on a piece of paper. Draw around it with a pencil.

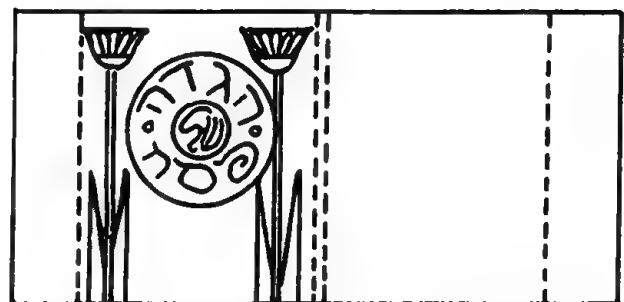
Add about two inches on each end for flaps to fold over the covers of the Haggadah. Cut out the pattern and try it on the Haggadah to see if it fits.



Trace your pattern on a large piece of plain or colored paper or on two pieces of construction paper pasted together end to end. Cut out the cover. Fit it on the Haggadah, close the Haggadah, fold the flaps over the covers and crease them well.



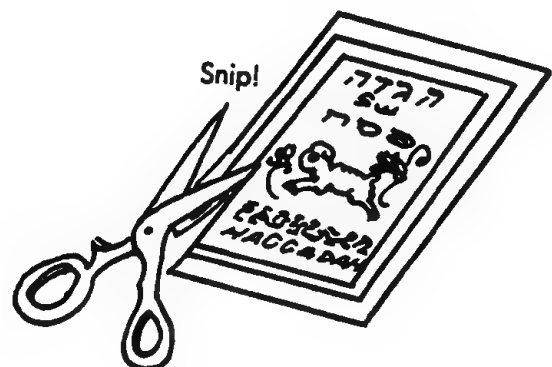
ENGLISH HAGGADAH



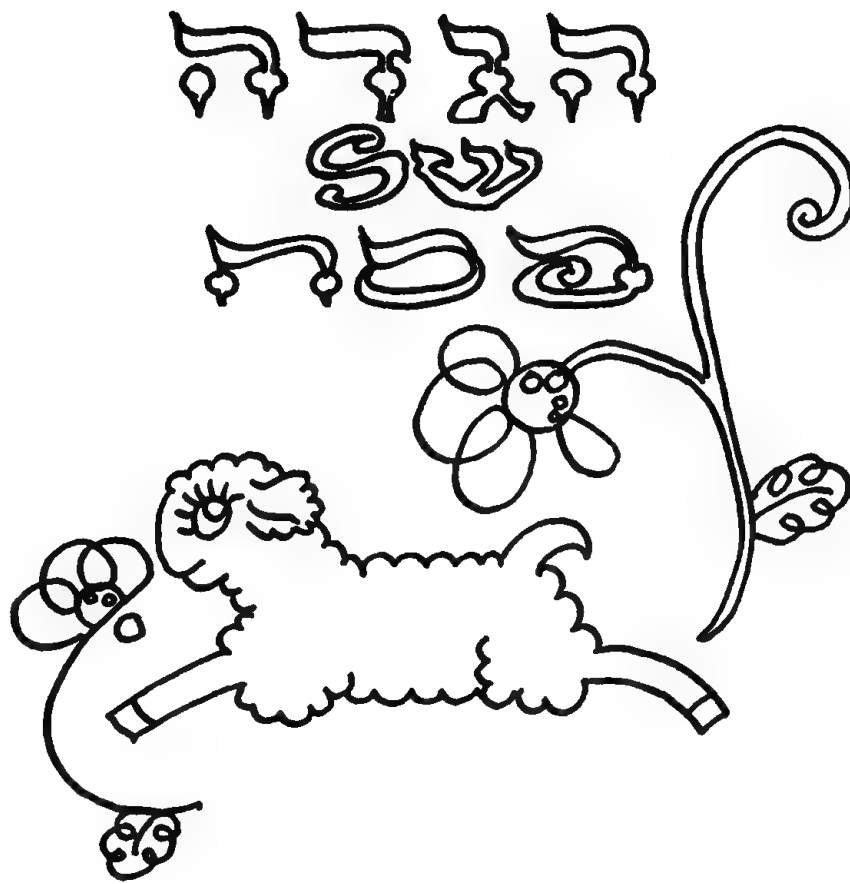
HEBREW HAGGADAH

Cut out the cover design on the next page and paste it on the front cover of the book-jacket. Remember that if your Haggadah is written in English the front cover will be on the left ; but if the Haggadah is written in Hebrew your design must go on the right cover. Color the design.

The design may be made to fit the Haggadah by cutting down the borders of the design on the next page until it is the right size.



Design for Haggadah Cover



PASCHER  
HAGGADAH



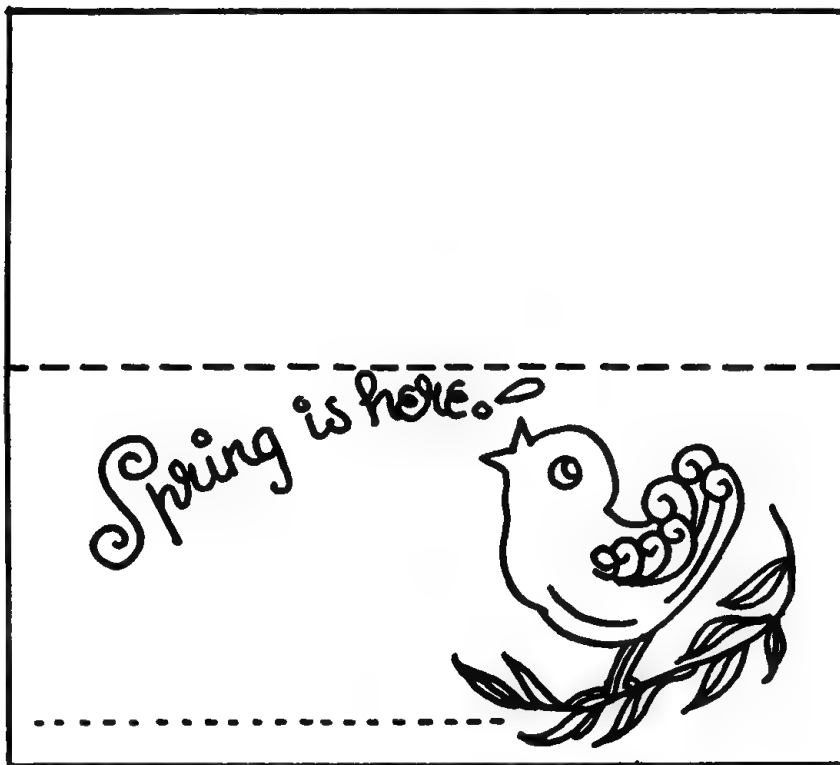
## Make Place-Cards for the Seder

Place-cards for your seder table can be made of colored paper or small cards about the size of calling cards. The designs suggested on this page and the next may be drawn, traced, or cut out and pasted on the place-cards. If you wish, make up your own design and

greeting. Be sure to leave room on the card for a name.

If you like one design especially well, you can make all the cards alike. If you prefer, you can use a different motif for each person who will sit at the table.

PATTERN I



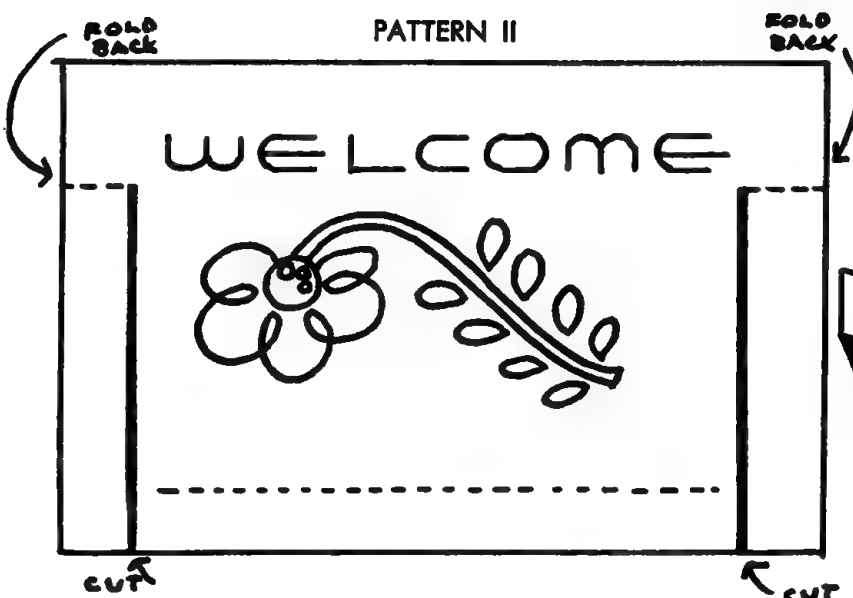
This pattern may be used if place-cards are made of paper.

Decorate the lower half of the card.

Fold on dotted line so place-card will stand.

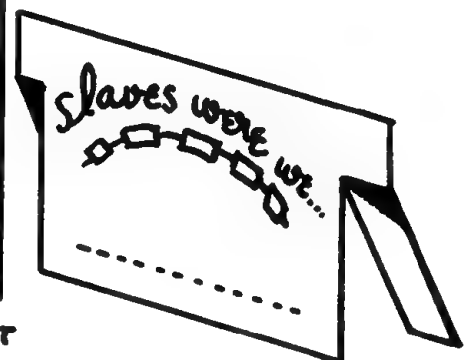


PATTERN II



This pattern is to be used if the place-cards are made of cardboard or calling cards.

Cut on heavy black lines. Fold back on dotted lines so the cards will stand.





# Designs for Place-Cards

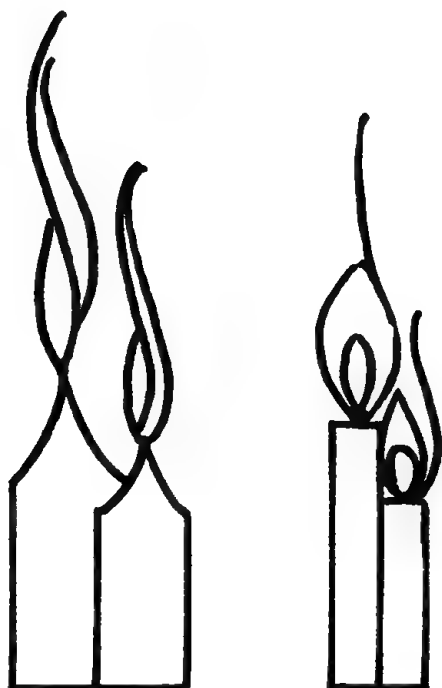


For Father

*It would have been sufficient*



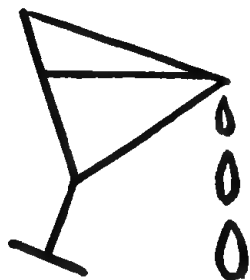
For a Guest



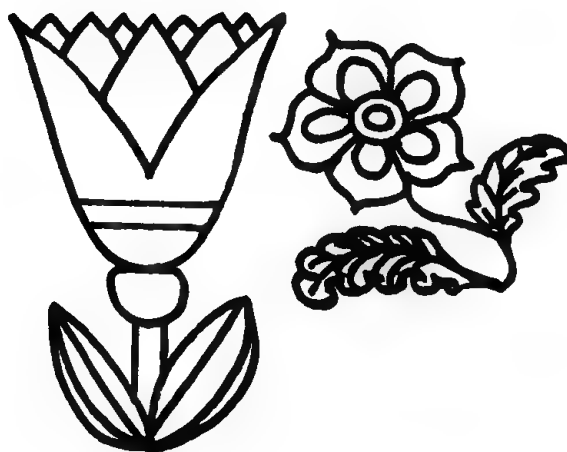
For Mother



For the Youngest



For Brother



For Sister

This page may be colored





## **A STORY**

Jewish children have had some exciting experiences. It is not hard to imagine what you might have done if you had been in their places. A list of situations is suggested below. Read them over and see if you can write a story about

### **What Happened on Pesach**

1. You are a child in Russia on Nison 15, 1902. During the seder service you open the door for Elijah. Who walks in? **WHAT HAPPENS?**
2. You are a little boy on a pilgrimage to Jerusalem during the days of the First Temple. You are bringing an offering. On the way your wagon overturns. **WHAT HAPPENS?**
3. You are a Samaritan child living in Palestine today. You learn that your pet lamb is going to be sacrificed on Passover because it is such a perfect specimen. **WHAT HAPPENS?**
4. You belong to a poor family in modern Poland. You do not have enough money to buy the things required for the seder. **WHAT HAPPENS?**
5. You are a country girl (not Jewish) who comes to the city. Your first job is in a Jewish household the week before Passover. **WHAT HAPPENS?**
6. You are an Egyptian child in the time of the Pharaohs. Your best friend is a Hebrew child. One day you overhear a secret plan of the Jews to escape from slavery. **WHAT HAPPENS?**
7. You are a Hebrew child whose parents are slaves in Egypt. Terrible plagues are being visited on the Egyptians. Your friend is the first-born of an Egyptian family. Moses threatens Pharaoh with the tenth and worst plague. **WHAT HAPPENS?**
8. You are a Falasha child in Ethiopia. A strange, white man comes to visit you during the month of Nison. You start preparing for Passover. **WHAT HAPPENS?**
9. You are a first-born son. You have to decide whether you will fast Erev Pesach or whether . . . **WHAT HAPPENS?**
10. You are a Marrano child. It is Erev Pesach. Your father learns that there is going to be a search for secret Jews on seder night. **WHAT HAPPENS?**
11. You are a Chasidic child. You are about to do something that is wrong. You look at the table for counting the omer and see that it is the sixth day of the second week. **WHAT HAPPENS?**
12. You are a refugee child in Israel who was separated from all his family in a concentration camp. On seder night you are in a settlement. The door is opened for Elijah. **WHAT HAPPENS?**

You may wish to consult a history book before you write your story. Perhaps when the story is finished you will read or tell it to your class or your family. Be sure to add it to your collection.

## More Things to Do

1. Play some Passover games. Nut games are described on page 129 of *Days and Ways* and on page 39 of this book.

You can also have a nut hunt. Hide nuts around the house or classroom. The person who finds the most nuts wins.

Play "Hide the Afikomon." One child leaves the room while the others hide an object. When he returns he searches for the hidden afikomon while the other children sing. As he comes near to the afikomon, the others sing loudly; as he goes away from it, they sing more quietly.

2. Learn the "Ma Nishtano" in Hebrew.

The class can have a "Ma Nishtano" race and time each child to see who can say it the fastest. One mistake eliminates the contestant.

You can compete for accuracy instead of speed. Put a check against the contestant's name every time he stumbles or mispronounces a word. Whoever has the fewest checks wins.

Of course, *every* child is a winner on seder night when he recites the "Ma Nishtano" for the family.

3. Read the story of the Exodus in the Bible.

4. Look over the Haggadah at home. Read the instructions for carrying out a seder. Could you conduct a seder if you had to?

Ask your mother to get you a children's Haggadah. Very beautiful ones, intended especially for children, can be purchased inexpensively.

5. Arrange an exhibit at school. Each child can bring Passover objects from home: a Haggadah, k'oro, kiddush cup, matso cover, or Kos Eliyohu (Cup of Elijah). Perhaps you will find other objects in the temple, the school library, or the rabbi's study. Arrange the exhibit on a large table. Label the objects and tell who lent them. Children can take turns acting as guides. Perhaps each child will tell about the object he brought.

Whom will you invite to your exhibit? Another class? The entire school? Your parents?

Study the decorations on these Passover objects. You might use some of the designs on things you make—as a Haggadah cover, a k'oro, a cover for your song book, or illustrations for your collection of original writings.

6. Find out something about the Song of Songs. Who is supposed to have written it? Why is it so named? Can you find it in your Bible?
7. Learn the Passover songs which are in the Haggadah.
8. Ask your teacher to tell you the thrilling story of the heroes of the Warsaw Ghetto.

Name.....Class.....Date.....

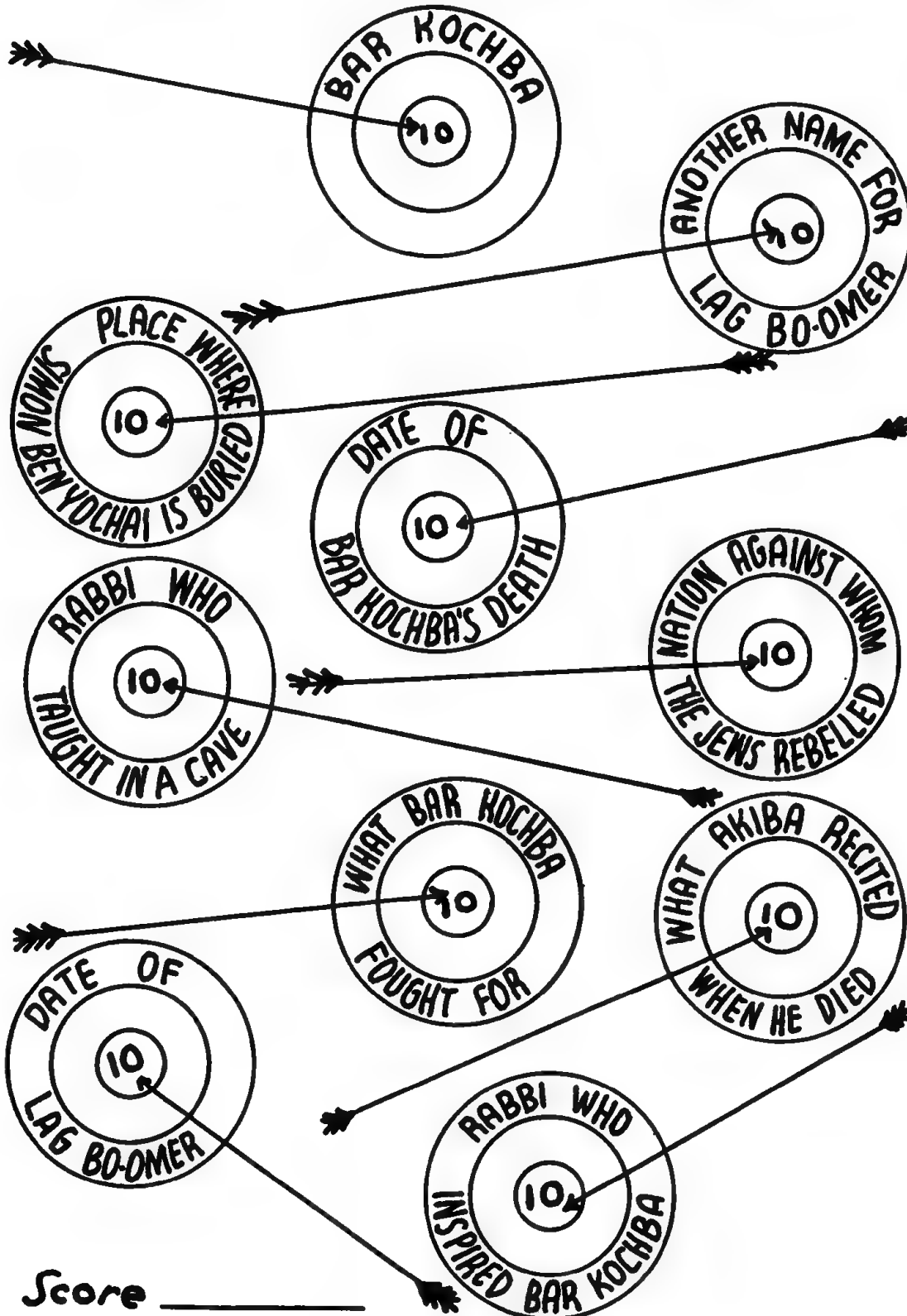
## 10. THEY SHOWED THE WAY

Read the chapter beginning on page 138 of *Days and Ways*. Then see if you can score a bull's-eye on every one of the targets below.

### An Archery Contest

On each arrow, write the word or phrase that means the same thing as the words in the target. Score yourself

a bull's-eye (10 points) for each correct answer. Record your score at the bottom of the page.



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_



*If you like to write* look over the list of titles below.

What topic would you like to write about? Check your choice.

..... My Favorite Hero

..... They Did Not Die in Vain

..... We Follow in Their Path

..... Student Warriors: Yesterday and Today

..... What Bar Kochba Thinks of the Jews of Today

..... Bar Kochba's Message to the Jews of Israel

..... Akiba Talks to the Jews of America

..... The Hero's Holiday

..... The Jewish State Today: How Israel Was Created

..... What I Can Learn from Bar Kochba

..... What Is a Hero?

..... The Many and the Few

### **A Dramatic Project**

Write a dialogue for Lag Bo-omer. (A dialogue is a conversation between two people.)

Who will your two people be? I can imagine some very interesting dialogues between:

A Roman soldier and a Jewish student

A Roman soldier and a little Jewish boy

Akiba and a Jewish student

Simon ben Yochai and one of his students

Akiba and Bar Kochba before the rebellion

Akiba and Bar Kochba after the rebellion

Akiba and Bar Kochba looking at the world today

An American boy and a fourteen-year-old boy in the Israeli army

If you have several such dialogues, you can make a play out of them. Why not pick out the best ones in the class and act them out? Be sure to put your dialogues and any composition you write in your collection.

Write a parody to "Popeye, the Sailor Man" making Bar Kochba the subject of your song. The first line might be "I'm Bar Kochba, the Superman."

## More Things to Do

1. Plan a hike in celebration of Lag Bo-omer. Play games, sing songs, have an archery tournament, contests of strength, and athletic contests between the "Romans and the Jews."
2. Build a big bonfire at night. Pretend you are at Meron. Your group can sit around the fire, sing songs, recite poems, and tell stories about Lag Bo-omer and its heroes. And, of course, you should roast something good to eat. Songs, stories, and poems for such a program are easy to find in any Jewish library. Look through the story-books and song-books. Ask your teacher or rabbi for material. For a list of stories see page 144 of *Days and Ways*.
3. Since Lag Bo-omer is a students' holiday, it would be nice to learn something new at that time. Which of the following things would you like to do?

..... Study modern Hebrew

..... Read a Jewish book

..... Subscribe to a Jewish children's magazine or paper

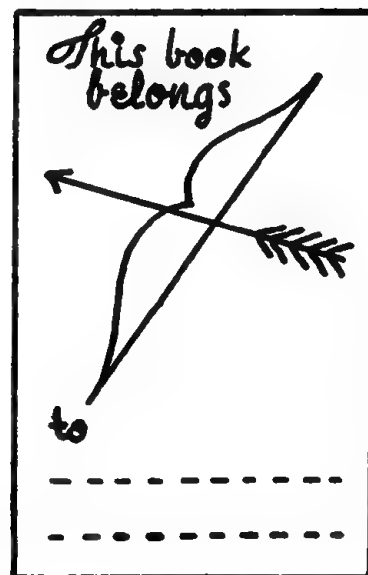
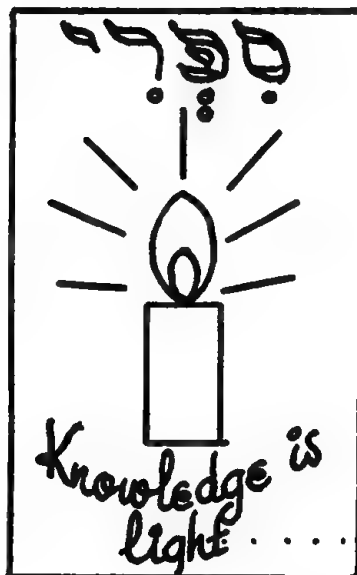
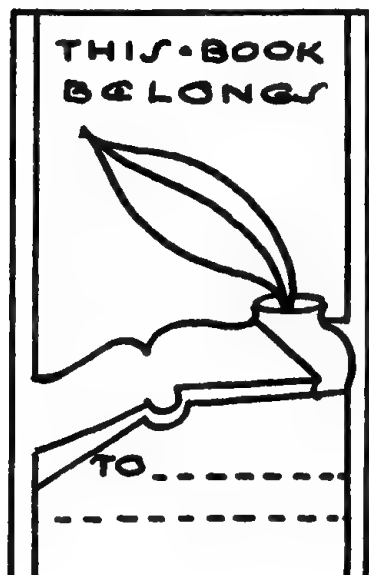
## Make a Book-Plate

Make book-plates for your own books. Make a design and trace as many copies as you wish on colored paper. Keep your color scheme simple since the object you are decorating is small. For example, neat effects can be obtained by using dark blue on light blue, brown on tan, black on green. Use India ink or colored ink for your lettering. Write, print or type the lettering.

If you know how to do block printing, you can cut the book-plate on a

linoleum block and print as many copies as you like. Instructions on block printing may be found in craft books obtainable from the public library.

If your school has a mimeograph machine, perhaps your class will be permitted to mimeograph book-plates. You can divide the labor. Some of the children can design the book-plates, others cut the stencils, run the machine, cut out the book-plates, and clean up the machine afterwards.



## 11. AFTER SEVEN WEEKS

Read the chapter beginning on page 145 of your book.

Study the questions below. If you can answer all of them, you are ready for a quiz contest. This contest can be held among the members of your family, at a club or party. Ask your teacher if you can have a quiz contest in class. If the class does not conduct a quiz contest, write the answers next to the questions. Hold the contest at home.

### A Quiz Contest

The class may be divided into teams of five. Cut out each question in one round of questions in one workbook. Fold them and drop them into a hat or box. Each contestant picks a question out of the box and hands it to the leader. The leader reads the question out loud. If the contestant answers correctly, his side scores a point. Play

as many rounds as you can. The team with the highest score wins.

If the class is very large, divide into teams. After each team has conducted its own contest, the winners can compete with one another.

If a small group (such as your family) plays, use fewer contestants and conduct several rounds.

### Round 1. The Holiday of Shovuos

.....  
What does the word Shovuos mean?

.....  
What is the Hebrew date of Shovuos?

.....  
For how many days is the omer counted between Pesach and Shovuos?

.....  
Give another name for Shovuos which brings out the religious meaning of this holiday.

.....  
Give another name for Shovuos which brings out the agricultural theme of this holiday.





## Round 2. Z'man Matan Torosenu

Who received the Ten Commandments for Israel?

Where were the Ten Commandments given to the Hebrews?

What do the Ten Commandments teach us about the Sabbath?

What is the legend about the other nations who were offered the Ten Commandments? Why did they refuse to accept them?

What do the Ten Commandments teach us about parents?

## Round 3. Chag Ha-bikurim

Name the three holidays that are pilgrim festivals.

Name at least three of the seven Palestinian products that were designated for the Shovuos offering.

What does Bikurim mean?

To what place were the first-fruits brought in Biblical times?

To whom were the first-fruits given?



#### **Round 4. Confirmation and Bar Mitzvah**

.....  
What does the confirmation ceremony signify?

.....  
When does Confirmation take place?

.....  
What are some of the elements usually included in a confirmation ceremony?

.....  
Name three differences between Confirmation and Bar Mitzvah.

.....  
What does Bar Mitzvah mean?

#### **Round 5. Celebration of Shovuos**

.....  
What poem is chanted on Shovuos?

.....  
What megillah is read on Shovuos?

.....  
What kind of delicacies are eaten on Shovuos?

.....  
How is Shovuos celebrated in Palestine today?

.....  
When and where are the Tikun and the Psalms read on Shovuos?



## Round 6. The Book of Ruth

Where is the Book of Ruth found?

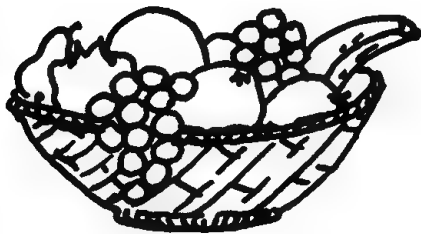
For what quality do we remember Ruth?

What was the relationship of Ruth to King David?

What was Ruth's native land?

Name the three leading characters in the Book of Ruth.

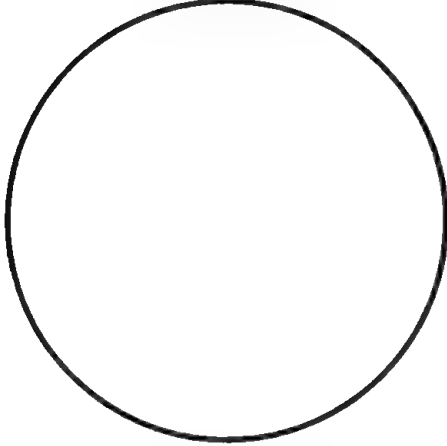
Color these drawings if you like



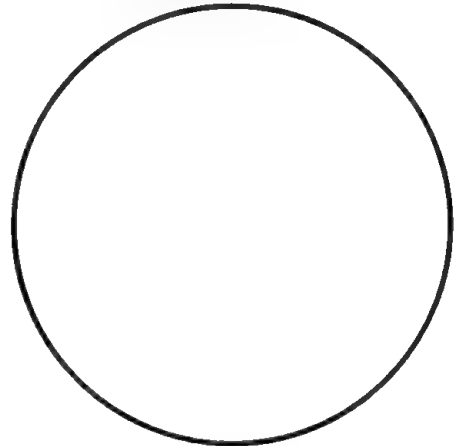


**If you know Hebrew** cut out the pictures at the bottom of the preceding page. Each picture illustrates the Hebrew words in one of the circles below. Paste each picture in the proper circle.

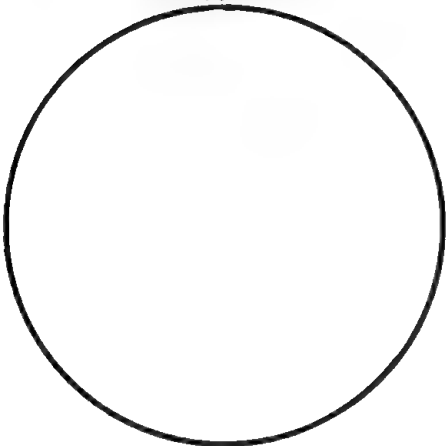
הַר סִינַי



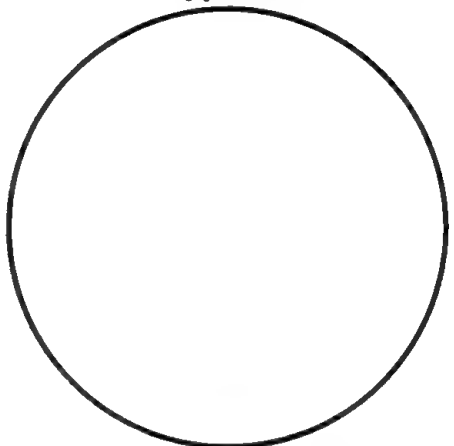
בְּכוֹרִים



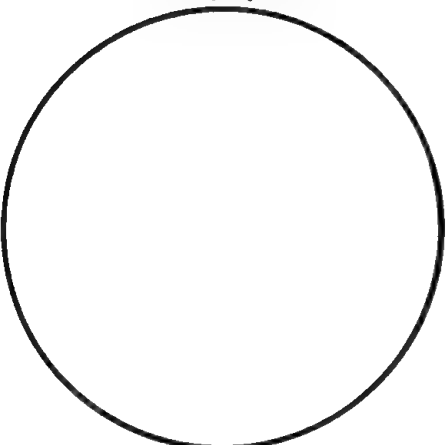
חַג הַקִּצִּיר



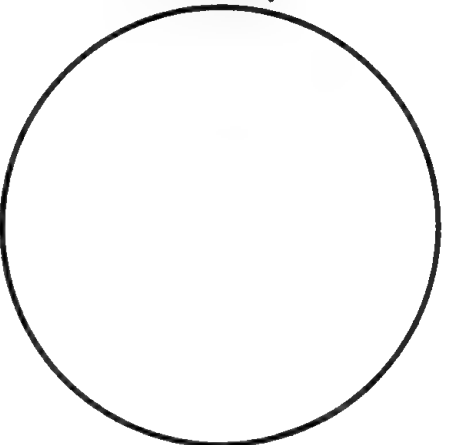
בֵּר מִצֹּה



מְגִלָּה



שְׁבוּעוֹת



Name.....Class.....Date.....

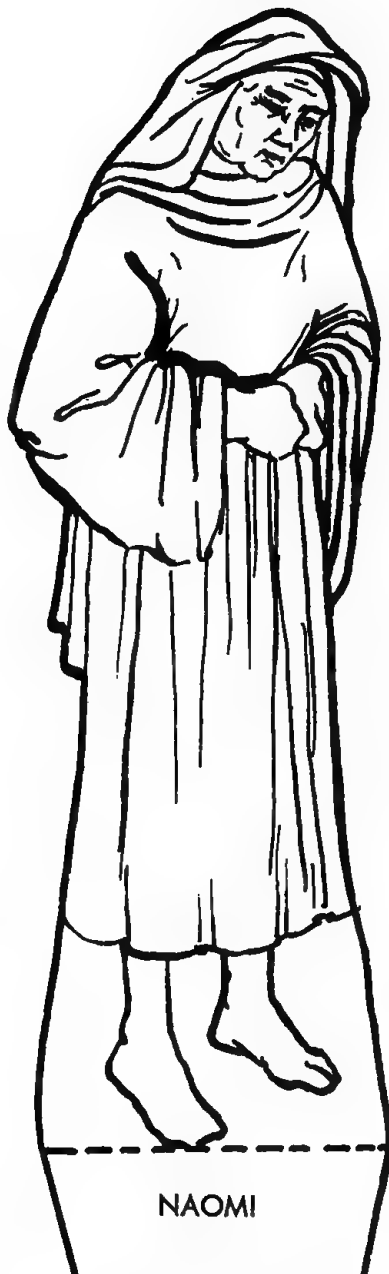




## A Miniature Theater

Let's make up a show telling the story of Ruth and present it in a shoe-box theater. All the characters are here, ready for you to color, paste on heavy paper, and cut out. If you need more characters, trace the figures and change them slightly to suit your needs.

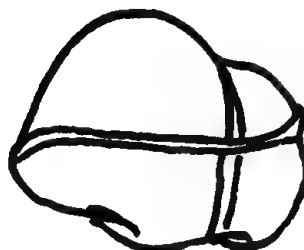
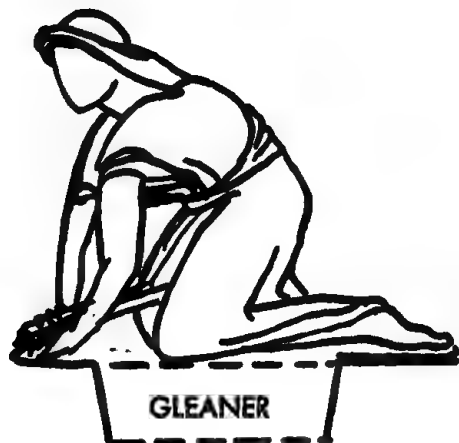
Cut on heavy  
lines to insert  
bundles.







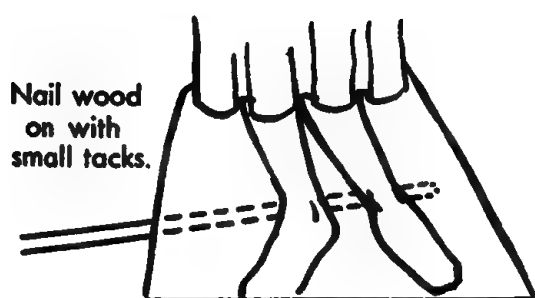
A bundle of barley to put under Ruth's arm when she gleans.



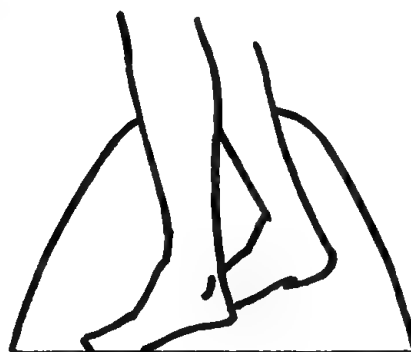
Package to put under Naomi's arm when she travels.

Fasten long strips of heavy cardboard or narrow pieces of wood to the base of

each figure. With these sticks, move the figures about on the stage.



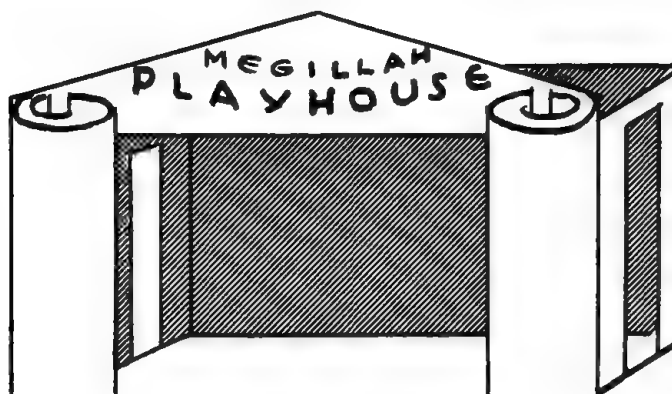
or



Paste strip  
of cardboard  
on back.



Since the Book of Ruth is one of the five megillahs (in the Hagiographa), why not make the theater in the form of a megillah, inside of which the story unfolds?



Make the front of your stage by drawing the design on a piece of cardboard a little larger than the box which you will use for the theater. Letter the theater marquee appropriately.

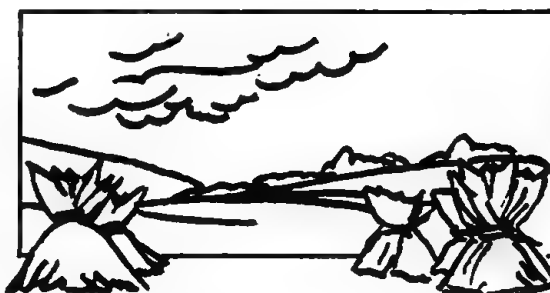
Before you glue it to the box, work out a curtain arrangement. You can make the curtain of cardboard or paper and slide it out of the top or sides of the box; or you can make it out of fabric and string it on a heavy cord.

The curtains can be opened and closed with strings.

Draw a background on the back wall of the box, or draw it on a piece of paper of the same size and paste it in place. A simple background with sky, trees, and road will be needed for the first scene. For the scene in the barley field, add stacks of grain cut out of paper and placed against the first background.



SCENE 1

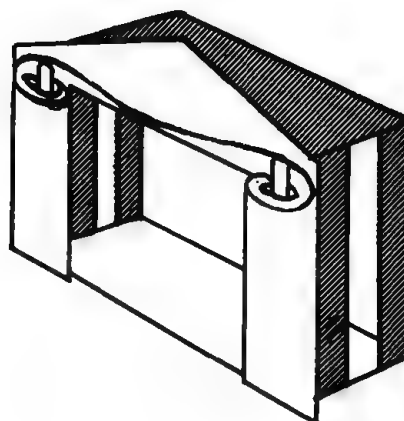


SCENES 2 and 3

Rear view  
of stack  
of grain.



Cut a narrow opening in each side wall of the stage. The characters can enter the stage and you will be able to move them about through these openings.



Now work out your play. You will probably need three scenes.

**SCENE 1: In Moab**

Ruth and Naomi talk about the troubles that have befallen their family in Moab. Naomi plans to return to her native Palestine. Ruth vows she will go with her and care for her.

**SCENE 2: In Boaz's barley field**

Boaz and his helpers are working. They talk about their work, the gleaners, and the harvest. Boaz leaves.

Ruth and Naomi enter. They discuss their journey. Ruth promises she will work in the fields for Naomi.

Boaz returns. He asks a worker who Ruth is.

**SCENE 3: In Boaz's barley field**

Boaz and the worker talk about Ruth's faithfulness in coming to glean every day. Boaz says that he is in love with Ruth.

Ruth enters. Boaz tells her that he loves her and asks her to marry him.

The rest is easy. Write the dialogue in your own words or use those in the book.

Wherever you are able to, use the words in the Bible.

## *An idea!*

Now that you have the little theater, you can make up other plays to show in it. Cut the characters out of magazines or use some of the pictures in this book, such as those on page 51.

### **Your Collection**

Be sure to include a copy of your play in your book of original compositions.

## A Frieze of the Festival of the Bikurim

A frieze showing the bringing of the first-fruits to the Temple in Jerusalem would make a nice decoration for your classroom. The procession can be taking place today or in Biblical times.

If each child makes a drawing of part of the procession, the drawings can be put together in one long strip. This strip can be used to decorate your classroom.

So that the drawings fit together properly, the figures will have to be made about the same height. Decide on an approximate height for men, women, or children. The figures must all face in the same direction if they are to be part of the procession.

The sky, road, and grass must be similar in size, color, and placement on the paper.

Decide if the festival is to be modern or Biblical.

The class should plan these things before anyone begins to draw. Then everyone can start his own drawing, keeping the sizes and colors in mind.

Who will be in your part of the procession? One person, a couple, an old man, some young folks, or a whole family? Are there any children with them?

What kind of clothes do they wear? Are they dressed in modern farm clothes or in Biblical garments?

How are they traveling? By donkey, cart, wagon, or on foot? By truck or by automobile?

What first-fruits are they bringing as offerings? Fruits, vegetables, grain, flowers, garlands, animals? If the pilgrimage is taking place in Biblical times, travelers will carry some of the seven products designated for the Shovuos offerings.

What do the pilgrims see on the way? Fields, palm trees, square little houses, orchards, vineyards, watch towers, Arab nomad tents, distant villages, Jewish settlements?

When your drawings are finished, they will all be different. Put them together for a colorful procession.

## More Things to Do

1. Plan a festival of the Bikurim similar to the one held in Israel on Shovuos. Each child can bring a contribution of fruit, flowers, vegetables, or baked goods. Marching to music in a big procession, the children can bring their offerings to a central place, such as the stage, an altar, or a table in the middle of the room. The offerings can then be sold to the visitors assembled and the money given to the United Jewish Appeal or a fund for Israel. After the sale, present a Shovuos play or program for your guests.
2. Memorize the portion of the Akdomus which is printed on page 158 of *Days and Ways*.
3. At the public library look up the opera *Ruth and Naomi* by Gounod. Read the story. How does it compare to the version you have read in your textbook? Ask a friend who knows music to play some of the melodies for you. Can you get a singer to sing some of them for a school program? The famous aria, "Entreat Me Not to Leave Thee," may be found in Vol. I of *The*

*Jewish Songster* by Samuel Goldfarb.

4. Read the Book of Ruth in the Bible. This is the original from which all others versions have been taken. How does the opera compare with it? Are you satisfied with the operatic version?
5. Plan a dairy menu with your mother for your Shovuos meal, with blintzes as the main attraction. Ask your mother to teach you how to make blintzes or look up the recipe in the *Settlement Cook Book*.
6. Decorate the house for Shovuos with green branches and flowers.

Be sure the table decorations are very festive. You can make a centerpiece of fruits, leaves, vegetables, or flowers; or you can make

a centerpiece illustrating the story of Ruth, using the figures on pages 99 and 101.

7. If you don't have time in class to make the miniature theater described on pages 99 to 103, present the playlet of the Book of Ruth on your dining-room table after dinner is over.
8. Attend a confirmation or bar mitzvah ceremony.
9. Check the blessings which you are able to recite on Shovuos.

..... The Kiddush.

..... The blessing for the lighting of the candles.

..... The blessing for fruits.

Study those you have not checked.



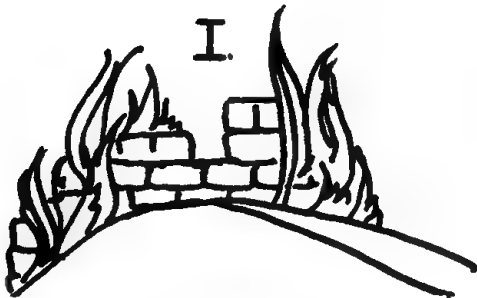
## 12. BY THE RIVERS OF BABYLON

Read the chapter in *Days and Ways* beginning on page 163.

### Believe It or Not!

Write your own "Believe It or Not." Complete the sentences under the drawings below.

### Believe it or not...

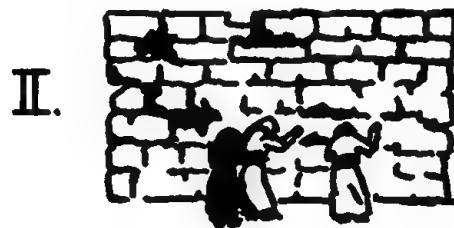


On Tisho B'Ov, 586 B.C.E.,  
the destruction of the.....

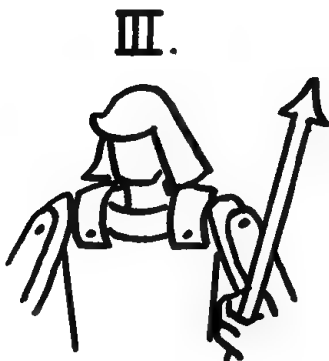
.....  
took place.

On Tisho B'Ov, in the year

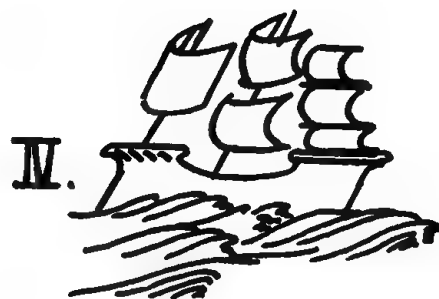
..... C.E., the .....



.....  
was destroyed.



On Tisho B'Ov, 65 years  
later, ..... 's  
rebellion was crushed.



On Tisho B'Ov, in the year  
1492, the Jews were expelled  
from .....

Color this page if you wish.

Name..... Class..... Date.....

## Questions and Answers

1. List all the ways you can think of by which Jews observe Tisho B'Ov. ....

.....

.....

.....

.....

.....

2. Underline the words that remind you of Tisho B'Ov.

mourning	wandering	sorrow	praying
agriculture	history	excitement	festival
exile	winter	homelessness	Zionism
synagogue	entertainment	misfortune	summer

3. Match the following fast days with the events they commemorate:

Fast of Gedaliah.....	1. Beginning of the siege of Jerusalem by the Babylonians in 586 B.C.E.
Asoro B'Teves.....	2. Death of the last descendant of King David.
Shivo Osor B'Tamuz.....	3. Breaking of the outer walls of Jerusalem by the Romans, 70 C.E.

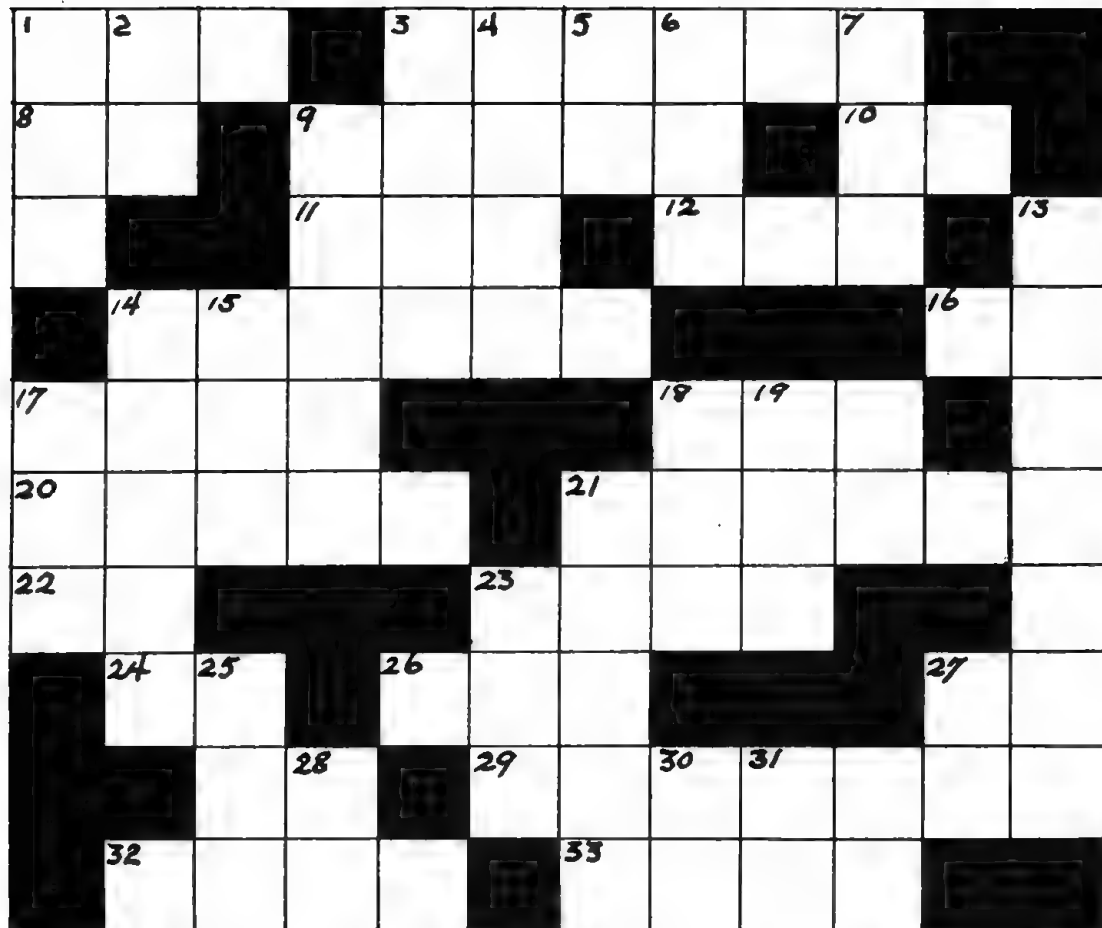
4. What is the name of the Megillah which is read on Tisho B'Ov?

.....

*If you know Hebrew* underline the English word which means the same thing as the Hebrew word.

צִיּוֹן	Zion, temple, David
קִינוּחַ	Solomon, Lamentations, song
חֲשֻׁעַה בָּאָב	summer, Ninth of Ov, Lag Bo-omer
יְהוּדָה הַלֵּוִי	Palestine, Spain, Jehuda Halevi

# Tisho B'Ov Crossword Puzzle

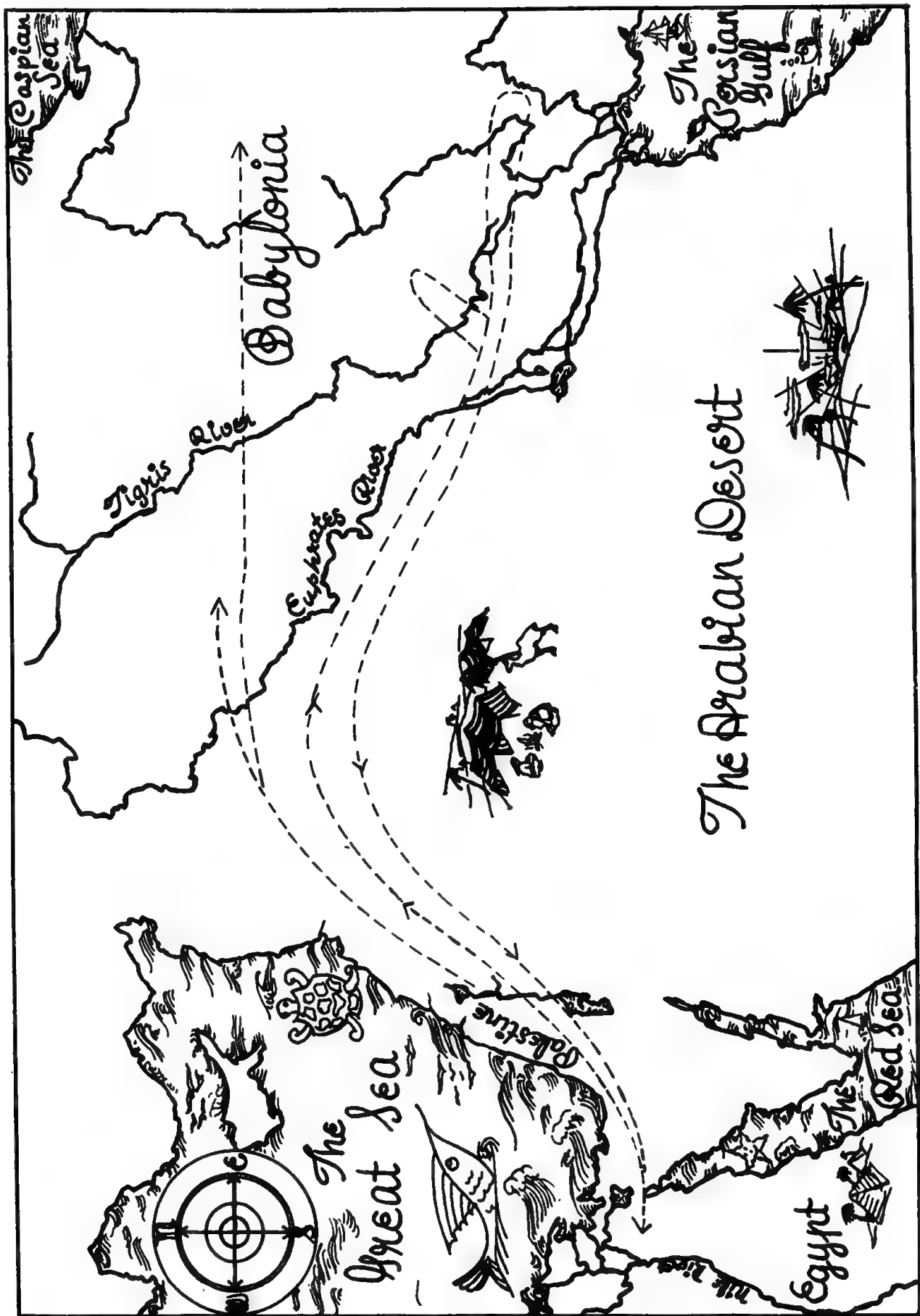


## ACROSS

1. Torah
3. Second name of great Spanish Jewish poet
8. Upon
9. Palestinian fruit (bokser or St. John's bread)
10. Where Moses received Torah (abbr.)
11. Where Scrolls of the Law are kept
12. Serpent
14. Holy place destroyed Ov 9th
16. Slang for father
17. What destroyed the Temple
18. What Adam lost to Eve
20. A song of David
21. Solomon's position
22. Exclamation
23. Another name for Palestine
24. Month when Temple was destroyed
26. Relationship of Solomon to David
27. Did Bar Kochba's revolt succeed?
29. Builder of the Temple
32. What Orthodox Jews do on Tisho B'Ov
33. What Jews could not sing in exile

## DOWN

1. Man whose wife turned to salt
2. Indefinite article
3. What the Jews in exile hung on willows
5. Behold
6. A tide
7. "Mother" in Hebrew
9. Palestinian beast of burden
13. Land where Jews were captive
14. "Nine" in Hebrew
15. Period of time
17. Franklin P. Adams (abbr.)
18. Spanish for "river"
19. Small hotel or eating place
21. Lamentations (Hebrew)
23. Feminine for "this" in Hebrew
25. By way of
27. Did exiled Jews forget Zion?
28. Third person singular of "to be"
30. Hebrew for "no"
31. Preposition



THE FIRST EXILE, 586 B.C.E.

Name.....Class.....Date.....

## Map Fun

Study the map on the opposite page.

1. With a red crayon, trace the dotted lines which show the route the Jews followed when they were driven into exile to Babylonia and on their return to Palestine.
2. With a blue crayon, go over the lines which represent the two great rivers on whose banks the Jews rested and wept.
3. Put a Jewish star where the Temple stood.
4. Color the map as you like.

## Some Things to Think About

For 2,000 years Tisho B'Ov was a day of sorrow to the Jewish people. It reminded them that when the Temple was destroyed, their people was scattered throughout the world, and many were homeless and suffering. But now the State of Israel has been created and many Jewish refugees have found a home there. That for which the Jews have prayed for so long has been accomplished. Zion is restored!

1. Do you think this ought to affect the observance of Tisho B'Ov?

If so, why, and in what way?

If not, why not?

.....

.....

.....

.....

.....

.....

.....

2. What do you think the State of Israel means to Jews throughout the world?

In Europe? .....

.....

.....

Name.....Class.....Date.....

In America? .....

.....

.....

In Israel ?.....

.....

.....

3. What are some of the things you can do to help build Israel? Check those that you would like to do.

..... Contribute money to the Jewish National Fund or the United Jewish Appeal.

..... Help support a Jewish war orphan in Israel.

..... Buy products made in Israel.

..... Hold an exhibit or fair in your community to acquaint people with what the Jews accomplished in Israel.

..... Buy records of Israeli music for your home.

..... Buy books about Israel or borrow them from the public library or your temple library.

..... Visit Israel.

..... Send books, school supplies, or toys to Israeli children.

Can you think of other things to do? Discuss the question with your parents or with your class and write your suggestions here.

.....

.....

.....

.....

## *An idea!*

Why not start an Israeli stamp collection? Write to the Jewish Agency for Palestine, 16 E. 66th Street, New York City, for help.

## *A Debate*

*Resolved*, That the Jews should not observe Tisho B'Ov since the State of Israel has been created.

## More Things to Do

1. Read some of the wonderful literature connected with Tisho B'Ov :  
The Book of Lamentations                      The Psalms of David  
The Poems of Jehuda Halevi                      The Legends of Solomon
2. Read about some of the important people connected with Tisho B'Ov :

Jeremiah

Jehuda Halevi

Zedekiah

3. Write a Tisho B'Ov service.

This service might include some of the important Hebrew prayers which are found in every Jewish service, suitable Hebrew or English songs, such as the one on the next page, a passage from one of the great poems about Zion, some of the beautiful Tisho B'Ov legends, and a short talk on what the building of the Jewish State of Israel today means to the Jews of the world. Perhaps you can write a prayer of your own for the Tisho B'Ov service.

Will your class or club meet during the summer so that you can hold this service? Perhaps your family will conduct a Tisho B'Ov service. If you go to camp during the summer, take the service with you.

4. Color the illustrated song on the next page.
5. Make a story-book about Tisho B'Ov.

There are many stories and legends connected with Tisho B'Ov. A collection of these stories, perhaps each written by another child, would make a very interesting booklet.

If you are good at writing, you may write several of them yourself and add them to your scrap-book.

If you like to tell stories, you can tell them to the class, at an assembly, or to your family and friends.

Check the story you like best :

..... The building of the Temple

..... The Shamir

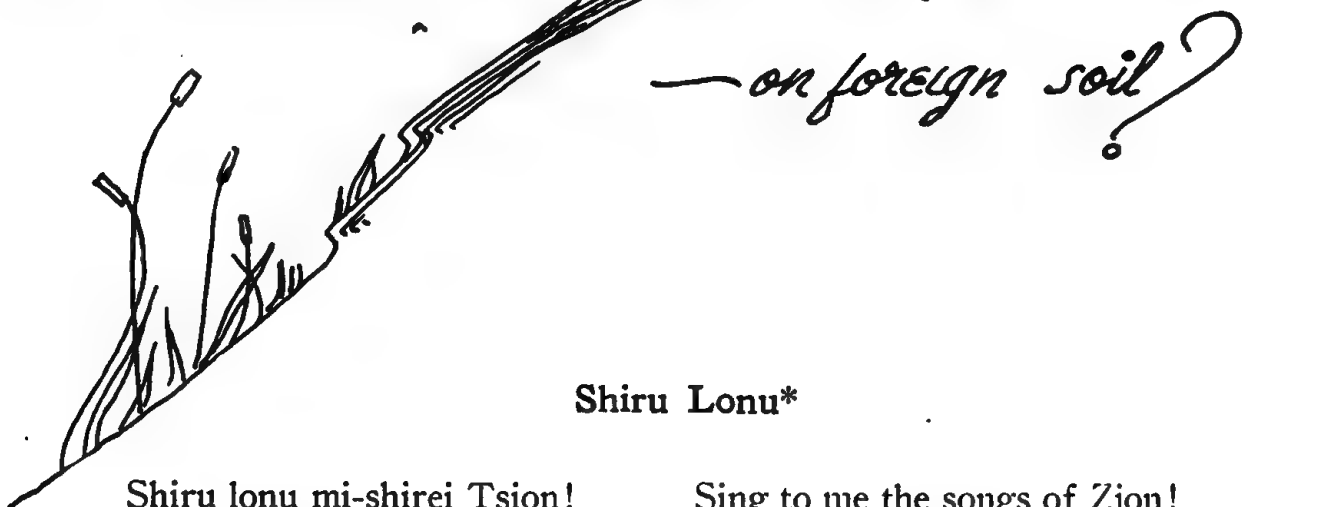
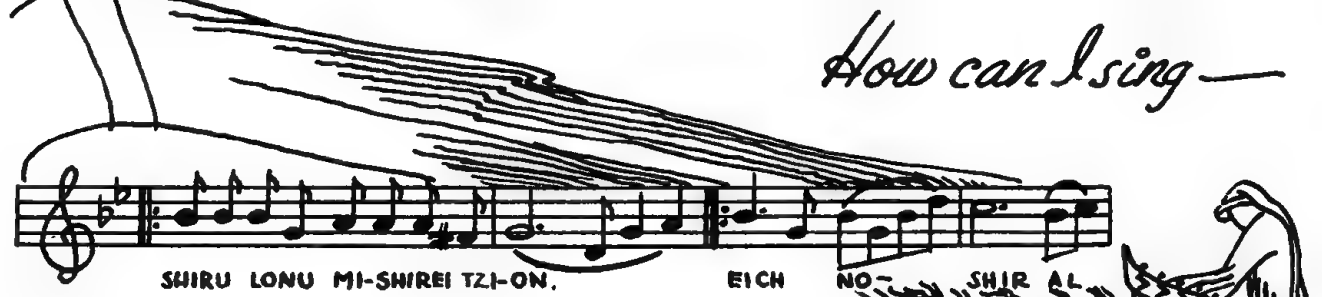
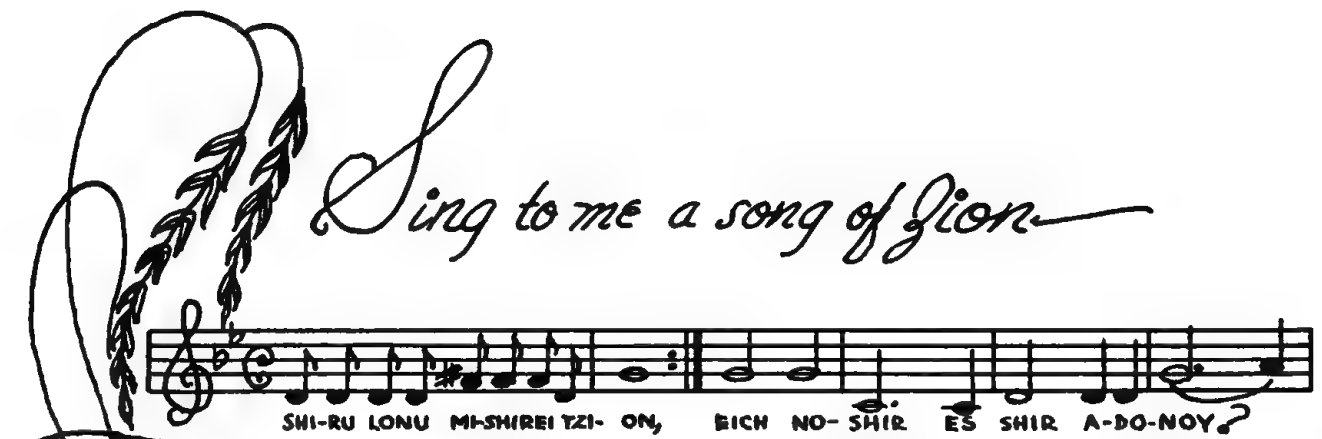
..... The Tachash

..... The Prophet Jeremiah

..... The visit of God to the Temple ruins

See page 178 of *Days and Ways* for other stories about Tisho B'Ov.

Name..... Class..... Date.....



Shiru lonu mi-shirei Tsion!  
Eich noshir es shir adonoy?  
Eich noshir al admas nechor?

Sing to me the songs of Zion!  
How can I sing the songs of the Lord  
on foreign soil?

\* Music by S. Kronberg.



### 13. WE GO VISITING

Starting on page 179, read the last two chapters in *Days and Ways*.

#### What Do You Know?

1. What does the word *m'suso* mean?.....  
Where is a m'zuzo placed? .....  
What is inside a m'zuzo? .....
2. What does a *b'somim* box contain?.....  
When is it used? .....  
What is it usually made of? .....
3. Name some publications that a Jewish home library should contain .....  
.....  
.....
4. What was the original reason for the dietary laws? .....  
.....  
.....  
How has the observance of the dietary laws helped develop and preserve Jewish ideals? .....  
.....
5. What is a *talis* used for? .....  
Why is a talis fringed? .....  
What are the colors of a talis? .....
6. Why do Orthodox Jews wear *yarmelkes* when they pray? .....  
.....  
.....
7. From what Hebrew word does the word *t'filin* come? .....  
What is the English name for t'filin?.....

When are t'filin used? .....

Who are permitted to wear talis and t'filin? .....

8. What do you think is the reason for most of these customs and ceremonies practiced by Jews?

.....  
.....

### **Your Home**

1. Make a tour of your home. List the ceremonial objects which you find. ....

.....  
.....

2. List some of the titles of Jewish books in your home. ....

.....  
.....  
.....

3. What Jewish art objects do you find in your home? .....

.....  
.....

4. List the Jewish records or music in your home. ....

.....  
.....  
.....

5. What Jewish customs are practiced in your home? .....

.....  
.....

Name.....Class.....Date.....

Which is your favorite? .....

What customs would you like to introduce? .....

6. What ways do you have of giving money to Jewish charities? .....

Name some of the Jewish organizations or causes you have helped. ....



Find the Sh'ma in your prayer book. Read the English translation. Study the second paragraph, beginning with the words "And Thou Shalt Love" and write it in your own words in the space below. You might begin:

*And you shall love* .....

---

---

---

---

---

---

---

---

---

---

What Jewish customs can you trace to this paragraph? .....

.....

.....

.....

Name.....Class.....Date.....

List the Jewish ceremonial objects which boys use and those which girls use:

Boys

Girls

.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

If you know Hebrew complete the following statements:

- I am a  
 מזוזה . I belong on .....
- מגן דוד . I am sometimes called the Jewish .....
- בשמים box . I am used in the .....service.
- צדקה box . I help .....
- עברית . I mean .....
- שוחט . I am trained to .....
- שדי . I mean .....
- שמע . I am an important .....
- של ראש . I belong on .....
- של יד . I belong on .....
- טלית . I am worn during .....
- תפילין . I am worn during the..... prayers.

Name.....Class.....Date.....

On  
of s  
card  
past

O  
list  
cere  
won  
pap

Th  
lot  
on  
on

## A Lotto Game

On the next three pages are drawings of six cards for a lotto game. These cards may be cut out, colored, and pasted on light-weight cardboard.

On the lower half of this page is a list of words connected with Jewish ceremonials and cultural objects. These words are to be pasted on heavier paper and cut out.

### TO PLAY


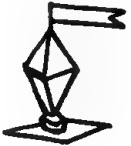
The game may be played just like any lotto game. Each player receives a card on which there are drawings of objects or definitions of words connected with



Jewish observances. The leader or caller places the small slips with the words in a hat or box and mixes them well. He then draws one slip at a time out of the box, calling aloud the word which is on it. The player who has a drawing or a definition of this word on his card may claim the slip, which he places on his card so as to cover the definition or drawing. If more than one player is entitled to the same slip, the leader may give the others blank slips of paper. The first player to cover all the drawings and definitions on his card wins.

m'zuzo	ts'doko	Hadoar	yarmelke	coarse salt
Shadai	luach	<i>The World-Over</i>	t'filin	kosher
candlesticks	chalo cover	Haggadah	shel rosh	shochet
wine bottle	Sh'ma	siddur	shel yod	Israeli com
wine cup	<i>History of the Jews</i> by Graetz	Talmud	t'filo	ts'doko box
menorah	Bible	talis	kashrus	Bezalel art
b'somim box	Hebrew poems	Mogen Dovid	meat dishes	Eliezer Ben Yehudah
Hebrew	<i>Der Tag</i>	talis bag	milk dishes	American Judaism





object used in havdolo service				Man who helped revive the Hebrew language
	Jewish history books			Jewish calendar
Almighty		phylac- teries	milk dishes	
		The language of the Bible		White silk scarf with blue stripes and fringe



cover for Shabos twist	Bible	skull- cap	ritually clean	
		t'filin that go on the head		
box for charity	poems by Jehuda Halevi			
		A Jewish monthly magazine		The language of modern Israel





candle-sticks	Jewish laws about food		meat dishes	
Publisher of first Hebrew paper in Israel				shield of David
	Hebrew newspaper		doorpost	
Sh'ma		t'filin that go on the hand		

prayer that is found in the m'zuzo		Jewish star		charity
language of the prayer book			one who slaughters animals according to Jewish law	Chanuko candle holder
	Yiddish newspaper			
	black silk cap			



	a Jewish children's magazine	prayer		
Help for the needy			dietary laws	
			coarse salt	plaque by Boris Schatz
	book which contains the Pass-over seder services	talis bag		Holders for Sabbath candles

spice box		prayer-shawl		
kiddush cup			poems by Bialik	
	Jewish prayer book			art work made in an Israeli school
Small case containing piece of parchment	Talmud		A Jewish publication in English	



## Make a M'zuzo for Your Room

Color the drawing below. You may wish to use gold or silver water-color. Mount it on stiff paper and cut it out.

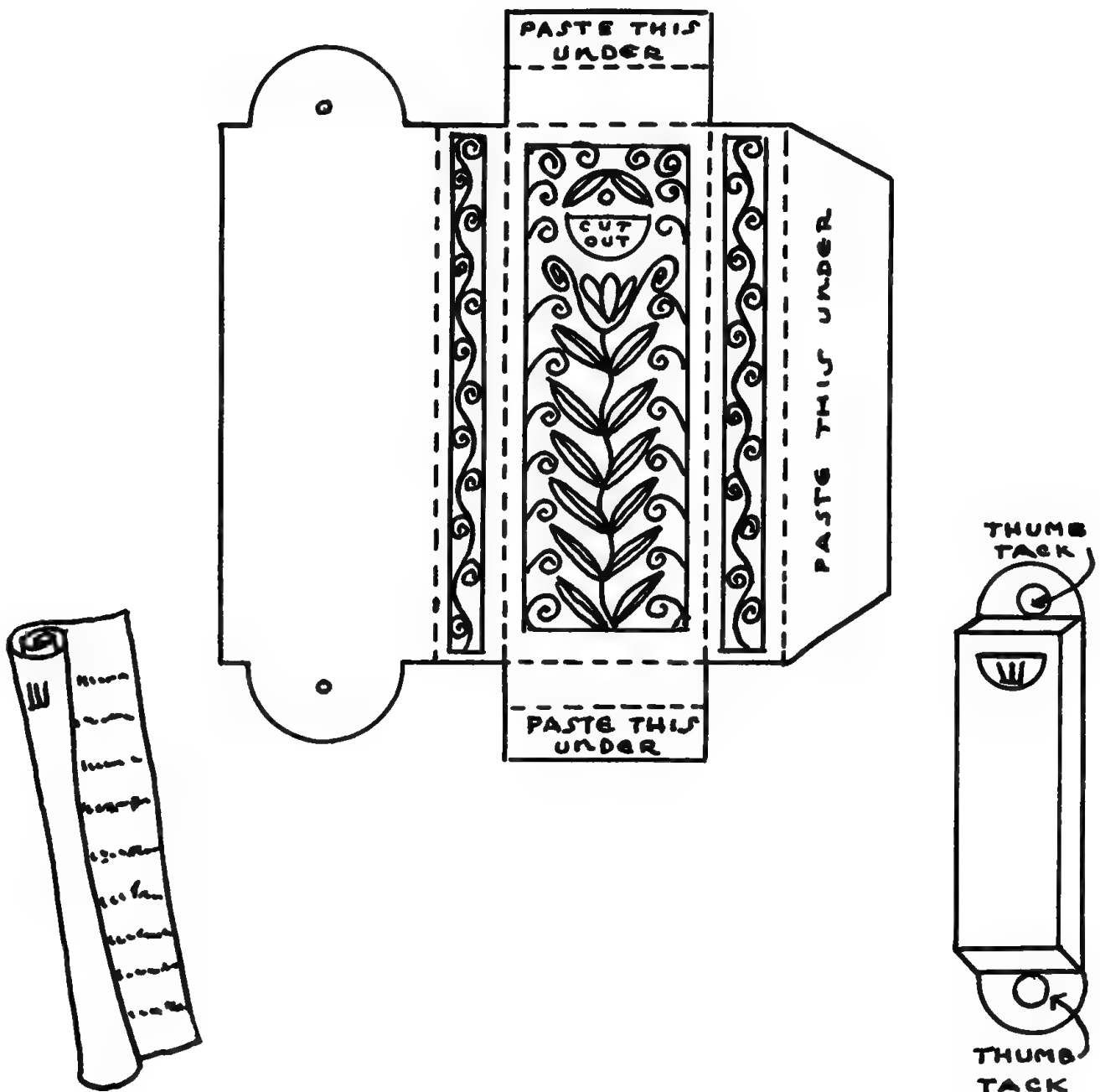
Fold inward on all the dotted lines. Paste down all the flaps except one.

On a small piece of white paper about  $2\frac{1}{2}$  inches wide, copy the Sh'ma in either Hebrew or English. Write as small as you can. Roll or fold this paper so that it will fit into the m'zuzo. Draw the letter  $\vartheta$  on the folded or rolled

paper so that it will come just at the opening in the m'zuzo.

Insert the paper into the m'zuzo so that the letter  $\vartheta$  can be seen through the opening. Seal the m'zuzo by pasting down the last flap. Fasten this m'zuzo to the doorpost of your room with two thumb-tacks.

This design can also be used for a metal or wooden m'zuzo. Paint the decorations with oil paints.

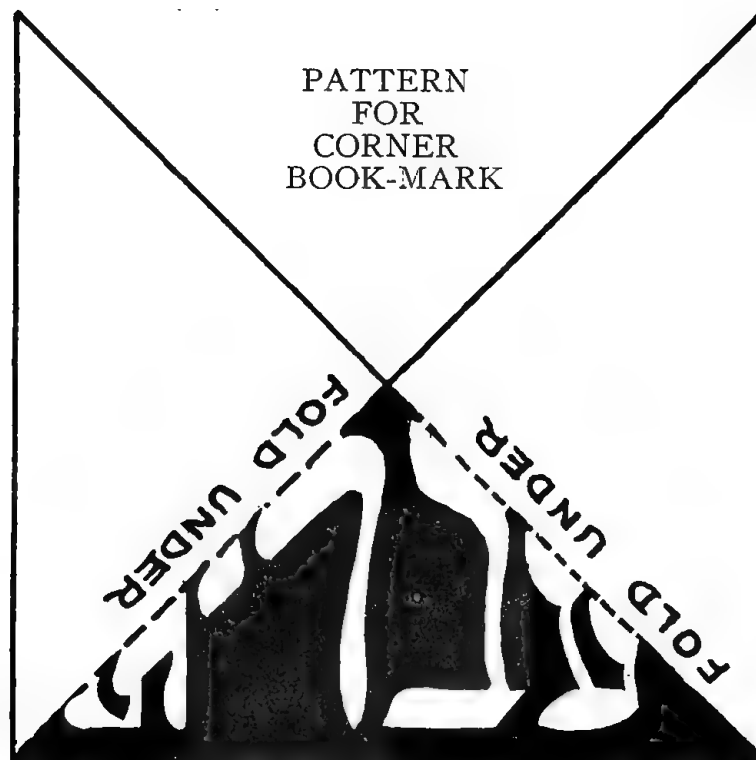
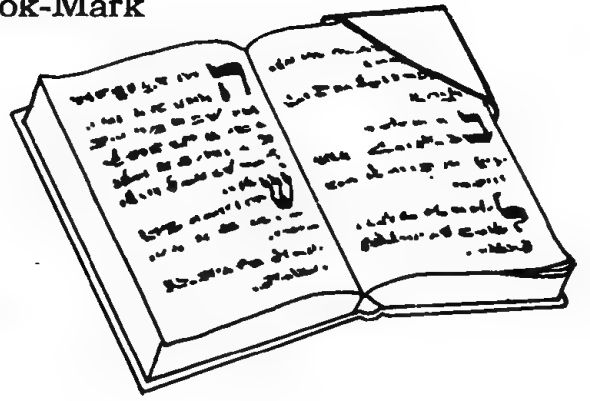




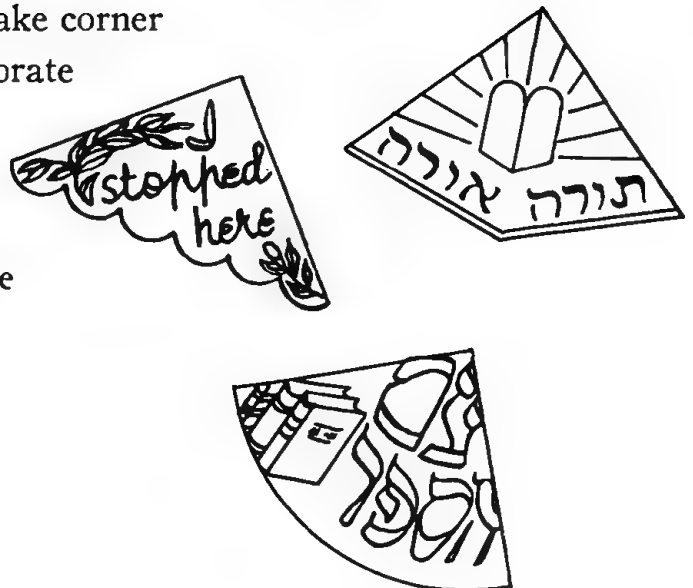


## Make a Corner Book-Mark

Cut out the pattern on this page.  
Color the design with paints or  
crayons. Fold back on the dotted lines  
and paste one flap over the other.  
The result is a book-mark which can be slipped  
over the corner of a page.



Using this general pattern, you can make corner  
book-marks of different shapes and decorate  
them with your own designs. Cut  
them out of colored or  
decorative paper.  
Any symbols of learning are appropriate  
for decoration.



## *If you like to write*

1. Write a story about the influence that a certain beautiful Jewish custom had in someone's life.

Who is the hero or heroine?

Is he someone's long-lost child?

Is he a non-Jew who helps a Jew?

Is he someone who changed his religion?

Is he someone who lives in a small town where there are no other Jews?

Is he a great actor looking for a suitable part?

Is he a European war victim who found refuge in Israel?

Is he a writer or poet who does not find success until he writes a certain book?

Is he a rich, old man who happens to walk through the ghetto?

Is he a soldier on duty in a foreign country?

Is he a child who explores an ancient synagogue?

What happens? How does this experience affect him?

2. Write a poem or composition about your favorite Jewish custom.
3. What is the most beautiful Jewish service you have ever seen? What was the occasion on which you saw it? Describe it so that we can understand how you felt when you saw it.

## **More Things to Do**

1. Arrange an exhibit of Jewish ceremonial objects. Label all the objects and arrange them attractively. Invite your parents, another class, or a group of non-Jewish children to see the exhibit.
2. Visit several different synagogues and temples and look at the beautiful ceremonial objects inside.
3. If your city has a Jewish library, a Jewish museum, a collection of Israeli art, or a shop which sells Jewish books and art objects, arrange to visit these places.
4. Start a family collection of Jewish art and ceremonial objects.
5. Make a scrap-book of pictures of Jewish art objects.

## Through the Summer

You will have a great deal of free time during the summer. This will give you a chance to do many interesting things you did not have time for during the school year.

**Join** ..... a Jewish club, such as a temple club, Young Judaea, Young Israel, or Habonim. If there is no Jewish club in your neighborhood, organize one. Ask your rabbi or your parents to help you find a leader.

**Subscribe** ..... to a Jewish children's publication, such as *World-Over*, *Haboneh*, *The Young Judaeans*, or *Keeping Posted*.

**Read** ..... some of the good books of Jewish stories or poems or one of the interesting new history books. At the end of each chapter of *Days and Ways*, there are suggestions for good books to read.

**Study** ..... Hebrew. Attend a summer class. Join a Hebrew club. Read a Hebrew passage out loud every day for practice. Read simple Hebrew stories. Take lessons, work with a friend or with your parents.

**Attend** ..... a Jewish camp, such as Cejwin, a Young Judaeans or Habonim camp, or a community camp in your neighborhood.

**Memorize** ... some of the Hebrew prayers and blessings which you have not yet learned thoroughly.

**Make** ..... the arts and crafts objects in this book which your class did not have time to make throughout the year.

**Learn** ..... to sing and play some of the Hebrew or Yiddish folk-songs or modern Israeli melodies. Make a song-book.

**Observe** ..... Tisho B'Ov in your home, club, or camp. Prepare a Tisho B'Ov service as described on page 113.

**Prepare** ..... New Year cards for Rosh Ha-shono.

**Correspond** with an Israeli child. Ask your parents or your rabbi or teacher to help you get in contact with a Jewish boy or girl in Israel.

**Make** ..... a scrap-book of Jewish pictures and news.

**Have a Good Time!**









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